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OF  
HIGH SCHOOL

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# High Counts

IN THE WORK OF THE  
HIGH SCHOOLS OF THE  
CITY OF NEW YORK

JANUARY • NINETEEN HUNDRED THIRTY-SIX



# HIGH POINTS

IN THE WORK OF THE  
HIGH SCHOOLS OF  
NEW YORK CITY

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## SUPERVISION\*

## PROFESSIONAL SPIRIT IN HIGH SCHOOL

SINCE I have had this supervisory assignment, I have been very deeply impressed with the many evidences of professional spirit which I have seen in the high schools. I recall the monthly meetings of the principals of high schools; a very large and inspiring meeting of high school teachers last spring; a meeting of seven or eight hundred teachers of science; meetings of teachers of speech and of educational and vocational guidance; meetings of standing committees in mathematics, in the arts, in social science; meetings of administrative assistants; and meetings of the deans of girls.

These meetings bespeak a most commendable professional attitude in the different fields. May I also say that I have read the book on "The Gifted Children" that your association printed. It is an excellent publication. Tonight, I have the pleasure of meeting this fine professional group of first assistants. I am proud that you

are serving in the high school division.

As you know, there are in our division 43 high schools with a register of approximately 250,000 children, a personnel of approximately 11,000 persons, and an annual budget for personal service alone of over \$30,000,000. Many millions of dollars have been used for capital outlay. Large sums of money are expended annually for supplies, repairs, and other phases of educational activity. The junior high schools alone have an organization one-half as large as the senior organization. Restricting our attention tonight to the senior high schools, we shall consider this army of children, one-quarter of a million of them, in our charge, for whom we have the responsibility of spending this large sum of money every year. Questions arise: "Is it being spent efficiently and economically?" "What are the children in the high schools getting in the three or four high-school years?" "What return is society getting for the money which is spent?" "What are the fathers and the mothers getting as the result of our efforts in molding the lives of their children?" But above all, the most important question is: "What ef-

\* Remarks condensed from an address given at the dinner of the Association of First Assistants in High Schools, Hotel Governor Clinton, October 19, 1935.



relatively short time, will be the fathers and mothers of families and will be taking part in the civic, professional, and business walks of life?" Consequently, one who is in charge of this division as superintendent must take a broad view of the situation. He must picture to himself all parts of it: the various principals, supervisors, and teachers; the army of children; the different subjects of the curriculum; the numerous school activities—and he must say to himself: "What are we really trying to do in our high schools and to what extent are we realizing the aims which we have set for ourselves?"

#### COORDINATION OF EFFORTS NECESSARY FOR EFFICIENCY

One of the most important and most difficult things to do is to coordinate the efforts of the various parts of our division so that our work shall be done economically and efficiently, and so that there shall not be wasted effort, duplication of effort, aimless wandering through mazes of overlapping and sometimes contradictory educational processes. I ask you to hold that thought in mind tonight—, and also to bear in mind the importance of the years of high-school life in the light of the hopes and aims of the parents of these children for their future.

Our work is to be done through the principals, yours under the direction of the principals, and that of the teachers under you and the principals. You are supervisors. Your position was created for a definite purpose; namely, the improvement of teachers in service and the immediate oversight of the work of the different departments. Supervision is an important undertaking. It has great value for the schools in the improvement of the work of the teacher, in the improvement of his attitude toward the children, in the improvement in the subject matter which is taught in the detailed syllabuses and term plans of the department, and in the formulation and carrying out of high standards of work, scholarship, conduct, and attitudes. It includes also the kinds of tests whereby we attempt to measure our work, and a study of the weak points so that improvement may result.

#### A SUPERVISOR, NOT AN INSPECTOR, BUT A LEADER

The supervisor should not be a mere inspector, sitting in the back seat, writing a few notes of observation which he gives to the teacher. He should be a leader, guide, and friend; one who has

aims and purposes of his work and aids the teachers to carry them out. Supervision, therefore, is very broad and should be conducted on a high plane. It should not delve down into small details unless necessary. It should not be dull, carpingly critical, or destructive. It should have the larger aims: to help, to guide, to instruct, to inspire.

#### SUPERVISION IS INDIVIDUALISTIC

Supervision, too, is individualistic. No one can give a formula to supervisors such as you who are here tonight. Your methods of supervision will reflect your whole personality, the personality of your fathers and mothers, your education, your race, your physical and mental heritage. No two supervisors can be alike. Therefore, each must carry on his work along the lines of his own personality within the general limits of the aims and purposes of a great school system.

This individuality—which a supervisor desires for himself—he should be willing to accord to teachers within reasonable limits. They are just as different among themselves as the supervisors are. If a supervisor cannot influence a teacher in one way, he should try another. Keep your goals before you and work toward them, but work with each individual, so as

individuals, however, cannot be obtained in exactly the same way, either in supervision or in service. Some supervisors demand considerable freedom for themselves, but are not so willing to accord that freedom to others.

A supervisor, then, should be natural and true to himself; he should carry out as supervisor those traits of personal intelligence and character which made him an individual before he became a supervisor. But, there is the danger that years may bring limited points of view, and supervisors are likely to build up techniques and methods which they consider all-important, looking for the letter rather than the spirit. In consequence, many teachers in their endeavor to carry out the suggestions of their supervisors will teach in a mechanical way using methods which are strange and foreign to them.

#### SUPERVISORS MUST RELY ON OTHERS

Supervision is often difficult because a supervisor must obtain results through the efforts of others. Supervisors must spread their personality over a large group to inspire them with ideals and standards in a diplomatic way. They must enlist the enthusiastic cooperation of others. This is not easy. There will be disappoint-



anxiety and tears and complaints.

## SUPERVISORS SHOULD HAVE A CLEAR DEFINITE PHILOSOPHY OF EDUCATION

Without doubt, fundamentally, it is most important that a supervisor shall have a clear and consistent philosophy of education. The philosophy of education that a person has determines everything he does in education, if he is true to his philosophy. It determines his position in reference to the many conflicting and very often contradictory aspects of education and to the many passing waves that come and go in educational thought and practice. The supervisor who has a clear and consistent philosophy of education will meld the various parts of the educational process into a whole. He will have clear ideas in reference to the courses of study, the value of the different subjects, the kind of conduct which should be expected of children, and the relation of the school to society. He will have thought these and other questions through and will not give lip service to passing theories. He will have reasons for his beliefs and will not be carried away by every changing whim. We should think carefully about our practices and policies. Unfortunately, we have not definite policies in education. In my opinion, there is

sane thinking on fundamental problems. We are now in an era of disillusionment. Many have lost hope. Many have lost their all and are wandering through the world without jobs or the prospect of employment. They fall prey to almost any theory or whim that promises them something. Unfortunately, even in education, there is no theory too absurd to fail to receive some support. Evidence of this can be seen in our own ranks. Books are brought out which contradict each other; courses are given which are thin and superficial, and teachers attend them and think they are being educated thereby. Therefore, a deep, consistent, sane philosophy of education is essential for supervisors so that they will keep true to their course and reach their goal in spite of false lights on the shore.

Undoubtedly one service which this group can render to the members of the schools generally is attempt to formulate a philosophy of education which will illumine and guide our efforts.

## NECESSITY OF HIGH STANDARDS

As supervisors, we must have high standards and must seek to realize them. Children will rise to any reasonable standards set for them if they are required to do so

as low as we allow them to in conduct, scholarship, or any other phase of school work. There is no justification for the existence of a poor school; it is a menace to the children who are in it. If a school is not good in its teaching, it is bad. If it is not teaching respect for authority and for law actively, it is teaching disrespect for authority and disrespect for law. If it is not teaching good manners, good speech, proper social attitudes, worthy habits of study and of work, it is positively teaching the opposite. Everything that goes on in a school, modifies in some way the intelligence, the personality, the character of the pupils, if not for good, then certainly for bad. We must maintain high standards and be our own most severe critics. We must not be quick to blame outside forces for our own shortcomings. We should ask: "Are there as many artistic teachers today as there were years ago? Are standards of scholarship and mental training as high today as they were years ago? Have the additional educational qualifications required of teachers today been accompanied by additional culture, refinement, sympathy toward children? Are we accepting the easiest way and giving ourselves spacious reasons for mediocre work?" It is easy to give up. It is difficult to keep fighting all the time. While we should

teachers and pupils or ask the impossible of them, we owe it to the children of the city and to their parents that a school shall mean something positive and wholesome in terms of knowledge, of effort and work; that children shall be trained to be industrious, earnest, and competent. Therefore, we must resolve among ourselves as supervisors that we will set reasonably high standards in spite of trials, tribulations, and disappointments. This takes energy and courage.

## SUPERVISION NOT ALWAYS PLEASANT

Supervision may have unpleasant aspects. One who does not want to face the unpleasant things should not become a supervisor. At times work is not done satisfactorily. There may be violations of the by-laws. Such situations may place unpleasant duties on the shoulders of the supervisor. But he should ever bear in mind the fact that schools are for the benefit of the children. That should be the rock on which everything else is built. Schools for the children! Personal interests, interests of friends, professional interests of every kind should be subordinated to that idea. This should be our gospel. Schools are an arm of the state—supported by the people of this city and state for the benefit and the improvement in every way of their chil-



children. Any other consideration that actuates us in our work is unworthy of us. We must sell to ourselves the idea that the school system is a worthwhile system, that supervision is a high and noble calling, that the work we are doing will have untold benefits for generations of children in years to come. Young men who wanted to learn how to sell cash registers were told to try to sell one to themselves before interviewing customers. If they could not do that, they could not sell them to anyone else. So, we must sell to ourselves the worth and dignity of our profession in spite of its limitations, its difficulties, and at times, its errors; the idea that the educational system is a clean and noble system and that we as supervisors and teachers are doing a worthwhile service for the children.

#### SUPERVISORS SHOULD CONSIDER THEIR TEACHERS

We said that in supervision we have to achieve our aims through the assistance of teachers. Any group of supervisors that does not take into consideration the morale of the teaching corps, their point of view, their wishes, their standards, and their ideals, is building on sand. We must not underestimate the importance of the feelings and attitudes of the teachers. Therefore, although a good supervisor will not subordinate his

ideals and try to gain superficial popularity by overlooking poor work and approving everything, he will, nevertheless, realize that there are human beings in the classroom, men and women with hopes, aspirations, ambitions, and often serious troubles that may make or mar their work, and he will seek to enlist the cooperation and good will of the corps so that they will be in fact willing and enthusiastic cooperators in school work.

I wish we could capitalize the brains and energy of the 11,000 high school teachers. There are brilliant people in the classroom; they are very close to the children. We are likely to become more and more removed from the classroom. In consequence, forgetting the time when we were teachers, we lose touch with the children and fail to comprehend their limitations and their difficulties. In our dealings with teachers, we should exercise justice, fairness, and humaneness. There are pleasant rooms and unpleasant rooms, attractive and unattractive schedules, certain classes that are troublesome and others that are not. In the apportionment of these among the corps, as term after term goes by, a strict sense of justice should guide the supervisors. The easy and the hard, the pleasant and the unpleasant should be distributed equitably and fairly.

#### THE SPIRIT OF A SCHOOL

Do you know that a school has a heart? That a school has a soul? That a school has an individuality—an ethical tone? There is a different spirit in every high school I have visited. There is a difference in every junior and elementary school, an undefinable and intangible something which makes the difference between one school and another. This is largely a reflection of the feeling of the teach-

ers as to the fairness of their supervisors and the success of the school. If that feeling is warm and wholesome—a feeling that they are being treated in a professional manner, that their ratings are just, that their assignments are given them without fear or favor—the spirit of the school will be one of encouragement and hopefulness. This will surely result in efficient service.

JOHN S. ROBERTS,  
Associate Superintendent.

#### WHAT SHALL WE DO WITH GUIDANCE?\*

IN the new secondary school syllabus issued by the Regents of the State of New York, Guidance is one of the constants for all courses. This raises very important questions. What is guidance? Is it a subject similar to mathematics, civics, foreign language? Can it be taught like mathematics, civics, and foreign language? Can it be taught to large groups? Must we have specialists and special licenses for teachers of guidance? Is there anything new about guidance, any way?

Ralph Waldo Emerson once wrote that "Every great institution is the length and shadow of a great man." Daniel Webster,

\*An address given in the General Conference of teachers of the Grover Cleveland High School, September 30, 1935.

in characterizing the President of Dartmouth College, made the statement, "Mark Hopkins at one end of a log and a student at the other constitute a university." If these two quotations mean anything they must mean that the individual classroom teacher is the one who bulks large in the life of the pupil. The only way that a great man can cast his shadow upon an institution is by guiding that institution. And the only way that Mark Hopkins could create a university was by guiding the youth.

To some extent, therefore, the problem of guidance is an individual thing which springs from the relationship between pupil and teacher and the relationship between the subject matter and the world outside. If the pedagogues



who have been teaching now for nearly two thousand years have sensed the problem right, the great goal in education is guiding youth to a disciplined, well regulated and useful life; disciplined in the sense that the pitfalls which arise from various courses of action are known, that dangers which result from improper choices are also known, and that the goal of the road along which the individual is travelling is fairly well defined. In the past that goal was more closely connected with the life hereafter and the rewards supposed to come in the life hereafter than with the life in the present. Today we are more concerned with the life in the present, and yet to guide a young person along the road to the good life, without having established sanctions for a good life, seems to me like sending a young person on a fool's errand, for at the first crossroad he will deviate from the main path.

If I am right, our first duty in guidance is to provide the young person with a fundamental urge which will keep him on the straight path. This of course, is but another way of saying that all instruction must have a moral background. Facts that have interest merely for their own sake are of little or no use to this end. I admit that facts belong to the technical training of some professions, but to the great mass of humanity facts as facts have little or no value

except as they can be recognized as connected with life. But how much of our factual education is connected with the daily life of the pupil?

From this point of view Guidance become a shift of emphasis in teaching our subjects. We guide when we lead the pupils to see the forces that have been working behind the great movements in history and when we show them how these forces operate under different guides at different times. We guide them when we teach them how to discount propaganda. We guide them when we show them where the powers of government have been used improperly for personal aggrandisement. This is guidance that will make itself felt in the world outside. But there is a limit to which we can go. It is very difficult for the classroom teacher to argue why a child should be honest. As far as I know there are only three reasons:

1. The teaching of religion or ethics.
2. The fact that the rest of society will exact a punishment.
3. Because it is pleasing to someone we respect.

But if there is no religious consciousness and if society is not strong enough to inflict a punishment for dishonesty and dishonest men secure those things which are necessary to life and the honest men do not, I cannot see other-

wise than that dishonesty becomes the normal state of life. Some people think we are today educating children improperly by teaching them the right and then sending them out into the world where the prizes sometimes go to those who are willing to stoop to any means to win them. Shall we follow the example of the Spartans and teach our youngsters to be good thieves? Frankly, I hope not. All guidance, therefore, presupposes on the part of those directing the guidance, a definite knowledge of the goal to be obtained and of the processes to attain the goal.

John M. Brewer has written a very interesting book entitled "Education as Guidance". He says in one of his opening paragraphs, "How to live, if it is ever to be learned, must be rescued from the level of the radio talk, the columnist, and the Sunday supplement, and placed on a level equal to that of trigonometry, French, and geography, with trained teachers, textbooks, periodicals, national commissions, and adequate attention by teachers' colleges. What the sterile curriculum has never done, the curriculum of living may perhaps accomplish." And in a succeeding paragraph he states: "What about mental discipline in a program of activities? Well, is there no effective discipline in right living? Standards of living are admittedly more elusive than are

standards of quality and quantity in knowledge. But if the final tests must all converge upon living conduct, there is plenty of opportunity for discipline, both by the self and by others. The effort to live well is more severe and trying than is any effort merely to feel, think, or know well."

Brewer suggests three avenues of guidance: "In the first place, there may be a direct attack, with a curriculum of activities and guidance, designed to give children the opportunity to learn living in the laboratory of life." But we pause here before a very important question. Shall that laboratory of life include every phase of crime and crookedness that each child will come into contact with as he goes outside the school building? If it does not, how then is the child to learn life? How is he to learn to recognize that activity as a crime and how is he to learn what steps may be taken to meet it? As a second avenue he suggests, "there may be set up alongside the present entrenched 'studies of the curriculum,' a system of counselors, homeroom teachers, class advisers, student deans, or other agencies to be used for the purposes of guidance." And here we raise the question as to how intimately any such system of administrative officers may know the real individual with whom they deal and what guarantee we have that these coun-



selors know any more about the problems of life and their solution than the teachers who are teaching mathematics, Latin and Greek? Whence are these counselors to take their goals? What is their authority for their determination of what constitutes a good life? Must they all have met life and its bitter shortcomings in order to recognize what the good life is? Shall we have as many good lives as we have counselors? What is this good life to which they are acting as guides and what assurance have we that each of these counselors has a goal?

And he suggests as a third avenue: "With or without a system of counselors, the present studies of the curriculum may gradually be modified in content and method so that they will bear upon life activities and presumably aid the pupils in the improvement of their living." Whether we know it or not we have been employing the third method for at least two millennia. Whatever studies are in the curriculum are there because they have contributed either to the good life or to the successful life by the factual content which they contain, the moral stimulation which they provide, and the discipline of the intellect and emotions which they arouse into activity. Brewer however, adopts the first point of view.

On Page 21 of his book under the topic, "The Nature of Guid-

ance" he says, "What does the word guidance mean, and is it the right word for our purpose? Dictionaries are rather too accommodating, hence we require the comparative study of words, and usage, rather than mere definition. From such a study it appears from four standpoints that the word "guide" is the right one: (1) from its etymology, (2) from ordinary definition, (3) from usage, and (4) from a consideration of proposed substitutes." He develops the fact that etymologically a guide means a person to show the way. A study of the word in its various settings reveals criteria for its use today.

#### "The Criteria of Guidance"

"1. The person being guided is solving a problem, performing a task, or moving toward some objective.

"2. The person being guided usually takes the initiative and asks for guidance.

"3. The guide has sympathy, friendliness, and understanding.

"4. The guide is guide because of superior experience, knowledge, and wisdom.

"5. The method of guidance is by way of offering opportunities for new experiences and enlightenment.

"6. The person guided progressively consents to receive guidance, reserves the right to refuse the guidance offered, and makes his own decisions.

"7. The guidance offered makes him better able to guide himself."

But there are other phases of this problem of guidance. We find there is health guidance, vocational guidance, emotional guidance, all attempting to set up a separate program; each requiring its own technique; each more or less a peculiarly fitted staff. How much of this is justified? The following types of guidance have been listed: Counseling, Health service, Psychological testing, Psychiatric service, Social service, Cooperation with community agencies, Moral guidance, Vocational guidance, Occupational information, Thrift guidance, Placement.

I shall take the thesis today that every subject teacher is engaged in guidance, that no teacher teaches mathematics purely and simply as a factual subject, that no teacher teaches Latin purely for Latin's sake. If I am wrong then the whole system by which teachers are chosen and trained is wrong. If our schools of education do not give us Mark Hopkinses or great men and women who can leave their lengths and shadows behind them, then we had better abandon entirely our system of training and go back to the old system in which the only training was that secured in the A. B. college.

Do you remember a verse that I used last term, again quoting Emerson, "I cannot hear what you say for the thunder of what you

are"? If our teachers are merely educated machines grinding out a certain amount of content, of course they cannot guide. But is this true of our teachers? Have our teachers no other interest in the pupil than that the individual shall attain a certain mark in the subject matter? I do not think this is true. I wonder how many of you read the article in a number of HIGH POINTS entitled, "Go wrong, Young Man." I wonder how many of you feel that the writer has expressed what is actually true, that everything in this world seems to be done for the one who goes wrong and the poor individual who struggles along and meets his own problems is left to flounder around as best he can? Of course the Good Book says, "There is more joy in Heaven with the return of one lost sheep than there is for the ninety and nine that never stray." But I wonder if the Good Book does not emphasize the fact that the joy comes rather from the other ninety and nine because they have finally achieved the perfection of the entire group? I have no fault to find with those who spend their time in guiding those who go wrong. I have a serious fault to find with those who ignore all those who are struggling to go right and who concentrate upon those who go wrong, leaving those who go right to work out as best they can their own salvation.



I know it is no easy task to influence youngsters. I have never yet seen it done directly. A teacher who deliberately sets out to give a lesson to an erring student never gets very far. It is the intangible that more often produces the result. The day to day patience on the part of the teacher, the day to day sympathetic understanding, the day to day pulling on the reins with a prod here and a prod there if the individual pulls too hard, produce the final change. It may take a year, two years or more.

I have not attempted here to answer any of the questions which I have raised. I have simply tried to open for your discussion the problem of Guidance. It is not easy to make the solution.

#### THERE'S NO EASY ROAD

"There's no easy road to glory,  
There's no rosy road to fame.  
Life, however we may view it,  
Is no simple parlor game.

—  
"But its prizes call for fighting,  
For endurance and for grit,  
For a rugged disposition,  
And a "Don't know when to  
quit." "

—A. I. B. Bulletin

I leave you the following questions for consideration.

1. To what extent should the Board of Examiners attempt to ascertain fitness of teachers as moral and character guides of their pupils?

2. How far can the administration of a school go in setting up technical machinery for the purpose of guidance?

3. Can all that is good in guidance be secured by viewing guidance as a philosophy which governs all teaching rather than as an individual thing?

4. Is a new curriculum necessary if we are really to guide our pupils?

5. Can guidance be taught in the way that has been required by the Board of Regents or must the Board of Regents abandon this requirement?

6. Is it possible to bring to bear upon all pupils that type of guidance which we bring to bear upon problem pupils?

CHARLES A. TONSOR,  
Principal.

Grover Cleveland High School.

## INDUSTRIAL HISTORY: A NEW COURSE

CHANGES in our economic and social organization demand a corresponding adjustment in the educational system, if the youth of the schools are not to emerge into a strange social order. The plaint has often been made by leaders in industry and finance that the methods and courses of instruction in the schools lag behind trends of the times. This censure was justified in the past where the gap between reality and education was most emphatically pronounced. Latterly, however, our schools have been diminishing this difference.

Within the past few years, the physical sciences have been following closely the demands of the every-day world. It has not been thus with the social sciences. Its courses of study have been tardily formulated. The various divisions of the social groupings have been adapting themselves slowly to the current trends in commerce and industry. True, a revitalization of subject matter has taken place: topical developments and correlated material have been introduced; but no definite step has been made towards adjusting the social science curriculum to the pupil who is, by training, by inclination, by temperament not interested in the field.

Modern Industrial History is

one of the school's answers to our dynamic, changing society. It has been tried and tested at the Haaren High School. Though some of the subject matter is traditional, it has been completely revamped so that it is alive and full of zest. It awakens a questioning attitude. It stimulates thinking. The teacher's approach is modern in the use of the teaching techniques.

Conditions at this school necessitated a departure from the conventional mode of presenting the historical subjects. Large numbers of boys who were taking courses in the industrial arts, such as aviation theory and mechanics, automotive mechanics, and electrical installations were remaining in school. These boys began to filter into the academic classes in the upper terms. Economics stress and insecurity on the outside plus the desirability of obtaining a diploma accentuated their desire to pursue further high school work. Obviously, in the transition from one course to another, many of the boys were doomed to failure. Their writing and thinking skills had been slowed up. They had been interested in the mechanical studies, in shop work, and its related science and mathematics. They could, therefore, see no use in history and made miserable fail-



ures, especially in American history. They lacked the thought-provoking experiences of the social sciences. They lacked also the technique of handling book material—and the thinking needed to apply this read material to given situations.

It was suggested by the principal, Mr. R. Wesley Burnham, that a new history course be organized to meet their needs, so that they could have the benefits and advantages of historical training in tolerance, skepticism and a less provincial point of view. Miss Eleanor Perret, chairman of the Social Science Department, evolved a syllabus; and established the course. No text was available, nor were there suitable books to meet the special needs of this group. In recognition of this fact, the teachers of science, art, and related scientific and mechanical subjects offered many suggestions to the chairman and helped her to create a volume which correlated their studies and the boys' apperceptive mass to the social and economic considerations of the past and present. The text was tried and tested at the Aviation Annex and Miss Eleanor Perret, Dr. Louis Ellenoff and Mr. Abraham Rachlin made many observations as to the reactions of the pupils to the text. Expert teachers, men versed in the field of science and art, taught these boys. Finally, after several semesters, the new course, Industrial

History, emerged, free from its early errors. It proved to be a success, well liked by the boys. They no longer dreaded going into a history class. They themselves admitted that "it helped the industrial student learn certain facts which were a puzzle to him before," in the theories, whys and wherefores in the development of devices and machinery. The mechanic regarded it as a social science beneficial to him. Another pupil stated that "it gives a general history of the world. It leaves out the boring and generally unimportant dates and treaties; and it gives a fairly good history of industry from the beginning to the present."

The subject matter treats of the most interesting phases of our economic, social and intellectual progress. Political history and dates have been reduced to a minimum. The important consideration is a knowledge of the ideals of a movement, the reasons for its existence, the progress made and the developments still to be made. The course begins with a study of life in the medieval manor and town. The present is used as the chief basis for comparison. This is followed by the age of new discoveries with special stress upon the rising trade and its effect upon art in all forms, and upon industry. The changes produced by the Commercial, Agricultural and Industrial revolutions are empha-

sized thoroughly. The first term's work concludes with an orientation survey of modern science. The second semester deals with modern industry in its entirety. It takes into thorough account such fields as power, transportation, conservation, farming and big business, and considers their various problems.

In teaching the subject, current events are stressed. The newspapers are an integral part of every assignment. Written work at home is reduced to a minimum, since these boys are essentially mechanically-minded. Specific assignments in magazines and in other sources are made to individuals, who then report upon their readings by giving a short talk upon the problem studied. Individual and group participation form the basis for the class room exercises. This type of procedure has developed at time into excellent socialized recitations. The boys volunteered for oral reports. In discussing transportation, for example, boys voluntarily selected topics in connection with the automotive, or aviation industries. Some asked for topics dealing with railroads, others for topics dealing with ships. Many of the pupils asked about books to read concerning the Crusades, inventors and stories about foreign lands. Others found such books, read them and told the class or the teacher about them.

Numerous visitors have observed these boys in action. They have all come away impressed with the progress that has been made with the type of boy who is studying the industrial aspect of our society. The projects which the boys make include all sorts of machines and devices that have been used by mankind. They take great pride in making a model of a streamlined locomotive, or of a fully outfitted power plant. Some of these models are workable. Boys who cannot make workable models may choose diagrams subject to the teacher's approval. In addition, the boy who makes one must be able to explain its operation, its improvements over previous machines which have been made, and a history of the contribution to progress of the device which he has worked upon. In this manner, he becomes well versed in its historical and mechanical aspects. An exhibition room containing the work of these boys is one of the show-places at the annex. Each term a new collection is added.

Visual aids in the form of movies, slides, charts, diagrams and pictures are employed in presenting the material to these boys. A special picture folder is on file in each building where Industrial History is taught. The teachers endeavor as much as possible to further knowledge of the subject matter, by association and by doing instead of simply by reading. For-



tunately, the school is located near factory and business establishments, and trips are occasionally made to different types of factories. On one occasion a group visited the New York Times plant and another group the Herald Tribune. A power plant was inspected. The Museum of Industry in the Daily News Building on East 42nd Street, become home for some of the boys. Others went in groups to the Grand Central Terminal to study the Transportation exhibit, as well as the exhibit dealing with the scenic wonders and the progress made in New York State.

The course has met a real need. It fits the pupil for the complex life of our modern industrial society, and yet does not neglect the social and cultural backgrounds. It has enabled the boys to like history. Their failures have been reduced and minimized. They are better scholars in English, Economics, and American History as a result of the preliminary training in the Industrial History course. The latter has met the challenge of modern society to the school and met it well.

BENJAMIN ROSENTHAL.  
Haaren High School.

## REFLECTIONS OF A DEAN OF BOYS

IN reply to a request for an answer to a recent questionnaire relative to the problem child, may I state that my system is purely personal and individual and may be of very little value to anyone else. It is certainly unorthodox and probably not popular.

Shall we divide the plan according to the old, passé and effete Herbartian system?

The matter of the preparation for the system—first, I would suggest that the disciplinarian, advisor, guidance director or Dean of Boys read all the valuable material that has been turned out by educational experts, adopt what may seem advisable, adapt wherever admissible and become an adept in discard-

ing every preconceived notion into the waste basket. Let him remember to treat every case as entirely virgin ground, a flight into the unknown, a gamble with uncertainty, with the stakes a human soul.

Most of the cases that come before a Dean of Boys or disciplinarian may be roughly grouped into four major categories:

1. Bad boys who gloat over their wickedness—a comparatively small group.

2. The good who do not know how to be anything else—a large group large in numbers, usually candidates for Arista and School honors, and, unfortunately, containing a large number of sycophants—rarely, if ever, disciplinary cases, but often problems for guidance.

3. The real problem boy who fails after conscientious efforts to improve—a group needing constant supervision, interest, sympathy and perpetual revision of preconceived notions on the part of the advisor.

4. The reformed group who have succeeded in overcoming a definite series of difficulties with increasing strength. These are the ones a guidance chief brags about and usually uses as a basis for statistics.

In the second phase of the plan, any method of attack must primarily appeal to the personality of the child. Please do not put me down as an old fogey because I have retained a reverence for old-fashioned pedagogical ideals. It is all very well to get a choice collection of I. Q's, E. Q's and A. Q's. As all guides of youth will privately admit, these modern inventions are usually a grand group of snares and delusions, in spite of the university theorists and in spite of their value as bases for doctors' degrees to the contrary.

Even our own good Board of Examiners has started an investigation to learn if there be any relationship between the ability of an individual to attain a satisfactory examination rating and his ability to perform the duties in the position for which the examination is given:—and this after years of experimentation by and with trained minds.

In order to appeal to the per-

sonality of the child, your disciplinarian must develop his own personality. He must be able to win the confidence of the child. He must not forget that he was once a child. He must recall those days of adolescent unrest, wonderment, chafing at the leash, bewilderment, struggle and temporary heartbreak. He must be eternally sympathetic without being soft. He can never create respect for authority when there is no authority to respect. He must be able to descend to the level of the child without losing one iota of his standards, yet he must be able to make these standards visible to the consciousness of the child as being both desirable and possible of attainment. He must become an expert listener. He must neither be a prude nor a hypocrite, for your average high school adolescent has an uncanny aptitude for piercing sham. He must have a ready answer for any problem of emotion, be it sexual or sentimental. He must have a profound sympathy for flights of ambition and imaginary expeditions into castles of Spain. He must have a balm of Gilead which will cleanse and soothe those wounds that oftentimes leave deep scars in the later life of the boy. Whenever possible he should learn from the pupil, himself, of the home conditions. He must discover whether the child is a victim of too much or too little affection, whether he



has been suffocated and smothered by doting parents or has been starved in a broken family, or whether, worst of all, he has been allowed to drift—just to grow like Topsy.

Many of the maladjustments may be traced to the home. The parent should be interviewed whenever possible. The pupil should in most cases be present at the interview. His faults should be presented and his good qualities praised. Even when the parent is definitely antagonistic, the advisor must show, by his own courtesy and self-control, that he is master of the situation, that he is a public benefactor, a public employee, but not a public doormat. This calls for tact and patience in many cases, but it always strengthens the disciplinarian's status with the pupil. The pupil should not be allowed to be ashamed of his parents. He should realize that he and the other sides of the disciplinary triangle have all been benefited through the interview.

Lack of resources and supplies should be investigated. It is difficult to teach loyalty to an accepted code on an empty stomach. You cannot get or expect to get perfect home work when there is no place in the home for work to be done. The child should respect the Fifth Commandment and should be brought to the realization that during his years of minority he is legally under parental control, weak

as this may be in many cases.

Proceeding with the Herbartian plan as a matter of comparison, here is where the educational theorists may enter the lists. The advisor probably has at his beck and call certain scales of attainment, certain modes and medians which the so-called and oftentimes self-appointed experts have developed, but he should not be disappointed when actual cases, "A" and "B", do not fit into any of the prescribed pigeon-holes.

The advisor should discover by any possible means why "A", who has a high I. Q., does not scale as high among the A. Q.'s as does "B" whose native intelligence is much lower. The advisor must discover the reason or the cause of the maladjustment. Heredity and environment may take a large part of the blame. In many cases, the teacher and the school must come in for criticism. The teacher who is a martinet may get good results with the majority of the class in the matter of class averages and yet instill in the hearts of a chafed minority a cordial hatred, not only of this teacher's subject, but of all school work.

The child may be clever enough to gauge the minimum passing mark and thereby keep out of trouble with the main office, while at the same time, he lowers his ideals and replaces them with insincerity and deceit. He learns subconsciously, how "to get away

with it", to lie, to cheat and to defraud.

The director of guidance should have access to the child's grammar school and junior high school records. There is no doubt that the teaching in these schools is of superior type. Whenever it is possible, it is of inestimable value that the advisor himself has had some years of experience in either or both of these types of school. In these schools the child has been most carefully supervised, tested and directed through the mazes of the fundamentals, only to be thrown suddenly on his own resources, among the mysteries of a highly departmentalized high school world, where he must learn to shift for himself, where his home room or perfect teacher is overwhelmed with reams of red tape; and the child, at an acute period of his physical and moral life, becomes a mere member of a mass. He has lost the sympathetic guidance of the lower school and he must readjust himself to the slippery, shifting sands of a new environment. No wonder the mortality in the first high school year is high.

Up to this point I have refrained from giving specific cases and any concrete examples. Here we may consider a few.

*Type A.*—Bad because he wants to be bad. "C" comes from a broken home. His mother passed away some years ago. His father

is in poor health. The boy lives with a married sister and is not overly popular with his brother-in-law. "C" is large for his age, supersensitive, surly and a definite creator of disorder to an aggravated set of teachers. He is sent to the disciplinarian who tactfully sizes up a part of the situation. He calls for the football coach and gets a tryout for "C" on the squad. The boy is taught the value of team work. Next he is given a job on the supply squad, all of which uses up the child's surplus energy, creates an element of self-respect and replaces the desire to be bad with the recognition of the value of his own physical powers. Next the sister is called in, some definite chores around the home are arranged for. "C" may fail in many minor details but at least his point of view has been altered and he realizes that he must do passable school work to hold the ground that he senses he has gained. He may still fail to amount to very much, but, at least, his is a well-arrested case.

*Type B.*—The good boy who is not trying. "L" comes to high school with a good record. His marks are satisfactory but not as good as either his parents desire nor the school urges. In his capacity as college advisor, the disciplinarian shows "L" the possibility of winning a state scholarship and discusses with him college entrance requirements which



depend on a definite minimum rating average. The parents are encouraged to consult a physician in re "L's" moral welfare. "L" graduates with Arista honors and everybody is well satisfied. This is a routine case.

*Type C.*—The poor student who tries and stumbles. Here a group activity has been developed. Several boys with poor records and good physiques were selected by the head of the school supply squad and by the college advisor to become members of these important squad groups. In every case the boys have been encouraged to remain in school until they have been graduated. In the case of the college advisor's squad, not a single boy of Arista qualification was ever permitted on the squad. Boys were deliberately chosen from among the poorer students. The job itself consists of taking charge of the files of the college catalogues in the school library, of listing applicants' credits and of directing applicants to sources of information as to college entrance requirements. Because of their rather conspicuous place for work, the squad has developed an *esprit de corp*, a scrupulous care in their personal appearance and a sense of orderliness; a glorious thrill of pride in their ability to teach their brighter fellow students something not to be gleaned in the classroom.

This squad consists usually of

ten members a term with a waiting list for replacements. A great majority have overcome their failings and several have made and are making excellent records in college. They have become active members of the school alumni association.

*Type D.*—The good school citizen who has successfully overcome faults—usually routine cases. In many cases it has been a mere matter of maladjustment. Often the youngster has too much time on his hands. In such cases the track team and other physical training groups are of inestimable value. School publications, the dramatic societies, musical clubs, the many squads, in short, all the extracurricular activities are most efficient available aids to the Dean of boys. There must be a constant interchange of ideas between the teachers supervising these activities and the office. In most of these cases a school diploma becomes a mere matter of course, for the pupil realizes that he must keep up a satisfactory average in his school work to enjoy the privilege of participating in the activities. Have there been failures? Yes, unquestionably. But in most of these cases, influences not within the province of the school have played a large part in the shortcoming.

In applying the foregoing to every day routine, the advisor should endeavor to be kind and

compassionate, considerate and companionable, courteous and cheerful. "Learn to Smile" may be a bromidic song title: it should also be the disciplinarian's slogan. While Justice may be the corner stone of the arch, a sense of humor provides the mortar for all temples of character. A mixture of old-fashioned horse sense and up-to-date witticism is of more immediate value in the Dean's office than it is for the radio. Even a doubting Thomas can overcome cynicism, pessimism and sentimentalism by being cheerful. Friendliness and familiarity are not to be confused. They are as far apart as the poles.

The pupil should always be permitted to present his side of the case. He should be heard regardless of heaped up evidence and in spite of any cabal among the teachers. He should be urged to be honestly frank. He will then be the more ready to accept guidance and advice. Past performances may aid in the present to forecast the future: nevertheless, no pupil should be prevented from turning over a new leaf. A suspended sentence may be used as a sword of Damocles; still the secrets of the Dean's office should

almost be as sacred as those protected by the confessional or by the oath of Hippocrates.

No set of statistics, no system of leads, finesses and forcing bids, no recovery codes, no charter and by-laws, no texts prepared by profound Ph. D.'s, no college seminar, no pedagogic symposia, will satisfy all cases.

Read the two recent papers on the adolescents by Dr. Roberts and consider carefully the many suggestions of Dr. Tildsey. Then simply take your problem child, judge him with consideration, treat his case as a separate entity, never let him nor yourself become discouraged or disappointed. Apply any or all of the manifold extracurricular activities at hand and, who knows, your efforts may be crowned with success and you may bask in the sunshine among the laurels!

Some have been kind enough to state that my plan has been as successful in Bensonhurst as it was in Harlem. Have I a plan? Sometimes I wonder!

WALTER C. LEONARD,  
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New Utrecht High School.

## INTELLIGENCE QUOTIENTS AT MORRIS HIGH SCHOOL

AT this time, when much is being said and written about the subject of student failure in

the high schools, when probable causes of such failure are being sought, and when courses are being



adjusted to the mental capacities of students in an attempt to reduce the economic waste and mental ill health engendered by failure, it seems not out of place to present a few facts and figures which may possibly shed a little light on the problem. These facts and figures concerning the intelligence quotients of students at Morris High School grew out of a prolonged study, the primary purpose of which was to determine the actual relation between mental ability and success in high school work. No attempt was made to consider any but the objective and quantitative aspects of the problem. These consist of the following:

1. The distribution of intelligence quotients in the entire school, in the honor school, and in senior and freshman classes.

2. Achievement as indicated by variations in this distribution from grade to grade.

3. Retardation as measured by the time needed by seniors to complete the prescribed four year academic course, and

4. Retardation of freshmen as measured by the number of major subjects passed by them in their first term at Morris.

#### THE INTELLIGENCE QUOTIENT

What is the intelligent quotient? How is it computed? What does it measure? There is a notion current among teachers as well as among laymen that the mysterious

I.Q. is an arbitrary standard set up by the powers that be to help them to separate the sheep from the goats, and then to force each to remain out of the dwelling place of the other. This, however, is far from true. The I.Q. is the ratio between the mental age and the actual chronological age of any individual. The mental age is based on a comparison of mental test scores with the ages of individuals attaining these scores. When a test is standardized it is administered to large groups of children of varying ages, backgrounds, racial heritages, and types of schooling. The score attained by the largest number of children of a certain chronological age is called the *normal* score for that age. For instance, if most twelve year olds get a score of 23 on a test of mental ability, all those getting a score of 23 on the same test thereafter are said to have a *mental* age of 12 no matter how old they really are. Consequently, if a girl of 15 gets a score of 23, her mental age is 12, and her intelligence quotient is  $12 \div 15$ , i.e.,  $4/5$  or 80 per cent. This I.Q. of 80 means that her mental ability is only 80 per cent of that of most children of her age. On the other hand, if a nine year old gets the very same score his I.Q. is  $12/9$  or 133 per cent. In any case, the I.Q. indicates whether a child, at the time he took the test, was dull, normal, or bright as compared not

with an arbitrary ideal, but with many actual living children of his age.

The I.Q. measures not only comparative brightness, but the rate of mental growth as well. The current notion that the I.Q. is constant for a given individual is true under ideal conditions, but not otherwise. For example, the I.Q. would be constant if the same child taking several mental tests within a short period of time, and doing equally well on all of them, got scores which represented the same mental age. Unfortunately, although the best tests correlate well, the correlation is not perfect, so that a child's I.Q. varies slightly on different tests taken within a short time of each other even under ideal conditions. Furthermore, the I.Q. resulting from the same test taken several times over a period of years can be constant only if the child's rate of mental development is normal, that is, like that of most children of his age. If his mental growth is comparatively slow his I.Q. will show a decrease; if it is rapid, an increase will appear. Very bright young children often have a decreasing I.Q., while dull ones who are over-age show a slight improvement as they grow older. For this reason no one score is absolutely correct over a period of time. The most that we can expect is to be able to place children in groups such as dull, nor-

mal, or bright. The dull group is that having I.Q.'s below 90, the normal has I.Q.'s between 90 and 110, and the bright, above 110. The only child that can be called absolutely normal is one having an I.Q. of 100, and even he will not keep that 100 if he does not mature at a normal rate. It would be reasonable to suppose that in a large and heterogeneous group the greatest number would have normal I.Q.'s. Is their progress in school work also normal? Does a high I.Q. imply rapid progress, and a low one failure and slow progress? Only a careful consideration of a large number of cases can throw any light on the problem.

#### THE PROCEDURE USED IN TESTING

In February, 1930, every student in Morris High School took the Higher Examination of the Otis Self-Administering Test of Mental Ability. Absentees took some form of the test at a later date so that the number of students not tested was very small. So that the possibility of clerical error might be very slight, the scoring and other routine work were carefully checked by a committee of teachers. A number of seniors interested in learning the elements of statistical method then grouped the data, and computed the distribution of scores on a percentage basis. The intervals used were 65-74, 75-84, up to 144. In



March, 1931, the entire testing program was repeated, and both scores were listed against the name of each student. Wherever possible, a different form of the test was used the second time. The variations in I.Q. were not large enough to move a student from one general group into another, except in cases where a physical disability, or an emotional reaction had affected the first or second score. In such cases the higher score was considered the correct one. Since 1931, all students coming from elementary schools, junior high schools, or other senior high schools have had to take some form of the Otis test soon after their admission to Morris. The I.Q. is entered on each student's permanent record sheet where it may serve as a guide to parents, teachers, grade advisers, and administrative officers of the school. At no time is the I.Q. used as the sole or final basis for homogeneous grouping.

#### THE GOODWIN SCHOOL

The most important attempt at homogeneous grouping has resulted in the so-called Goodwin School. This consists of separate classes into which are placed those students above the third term who have passed all prepared subjects with an average of at least 78 per cent. A student retains his place in this honor group only so long as he maintains his scholastic stand-

ing and does not violate a definite character and behavior code. Membership in the Goodwin School may therefore be regarded as a measure of achievement, particularly for students having low mental ability. Goodwin classes usually progress more rapidly and use the time saved for enriched subject matter and for more independent and original work. Standards are higher, and competition is more keen, so that a high rating is even more difficult to get than it would be in a regular non-Goodwin class. The Goodwin School contains about 15 per cent of the entire student body.

#### THE 1930 TEST RESULTS

The results of the 1930 tests will be considered briefly. These appear in Table I. 13.6% of all the students on register had I.Q.'s below 95. 3.4% of these were in the Goodwin School. 6.4% of them were in the senior class where they could not have been had they not been candidates for graduation during that term. In all, 599 students of low mental ability were attempting to do academic high school work. Of these, 19 were in the honor school, 36 were seniors, 19 were in the post-graduate secretarial course, about half of the remaining ones were in the first three terms, and the other half were distributed rather evenly through the rest of the school. It is significant that no student above the fifth grade had an I.Q.

below 75. Since the median I.Q. for the school was 106.5 more than half of the school was above normal. The median for the Goodwin School was 113, for the seniors, 109, and for the freshmen, 101. Moreover, 25% of the seniors had scores below 101.5, while half the freshmen had scores as low as that, and 25% of them fell below 94. This indicates that there is much waste in freshmen classes where students are starting a high school course that they will never finish. Who can tell which of them will come through and which will drop by the wayside? In many cases, careful and conscientious study helps to compensate in part for poor mental equipment, while a chronic laziness and indifference keep many a bright student from any degree of achievement.

#### THE 1931 TEST RESULTS

The results of the 1931 tests have been studied in greater detail. The data was grouped in intervals of 10, from 70 up. As was to be expected, the mode, or the score having the largest frequency, was in the 100-109 group both for the whole school and for the non-Goodwin part of the school, but in the 115 interval for the Goodwin School. In the first three terms there is an interesting variation from this. The first and third terms show a secondary mode at 95, but the second term does not. Also the second term has

only 3.3% below 90, while the first and third have 13.6% and 14.2% that low. (See Diag. 1.) In the Goodwin School there are two students in the fourth term with I.Q.'s below 90, but in terms above the fourth there are none. Table II shows the wide range of scores in all the grades, while Table III shows the same distribution in terms of percents. However, there is a general increase in the percentage of bright students from the fifth grade on, while there is a corresponding decrease in the percentage of normal and dull students. It is noteworthy that in the Goodwin School, grades 4-8, there is also a wide distribution of I.Q.'s ranging from 80 to 149. (See Table IV.) Here, although the percentage of students having I.Q.'s above 110 remains fairly even with slight increases and decreases, there is a sudden and appreciable drop in the 100-109 group and a steady though less sudden drop in the below 100 group. Does this mean that the normal child is willing to remain mediocre, and gets tired of putting forth enough sustained effort to remain in the honor school, but the dull child who has had to work much harder to achieve honors is willing to continue working to keep them? It seems as though the 6 per cent of the Goodwin School whose I.Q.'s are below 100 must have traits other than mental ones to help



them achieve what a large number of students having superior mental equipment did not. (See Table V.) In the non-Goodwin school the percentage of students having I.Q.'s above 119 shows a steady increase, with an even more pronounced decrease for those below 100. There are in grades 4-8, non-Goodwin, 149 students with I.Q.'s above 119 who are obviously not achieving to capacity. This is 50 per cent of the entire number of those having I.Q.'s above 119 in grades 4-8. It is evident, then, that although a high I.Q. is a help toward success in school work, it is not absolutely necessary, nor is it sufficient. The mediocre child can get as good marks as the bright child if he has attitudes and character traits to compensate for his mental mediocrity.

Table VI shows the distribution of dull, normal, and very bright children throughout the school, as compared with the relative size of each grade. If every student were normal and made normal progress it might be supposed that each grade had in it 12.5 per cent of the entire school. That this is not so is well known. However, the figures are not as uneven as one might expect them to be. The per cent of the school in each grade from the fourth up is very close to 12.5, ranging from 14.4 in the fourth to 10.8 in the seventh, and totalling almost ex-

actly 62.5 per cent or  $\frac{5}{8}$  of the total registration. Since Morris High School receives many students from neighboring junior high schools it is not surprising to find only 9 per cent of the school in the first term, but almost 23 per cent in the third, with 5.9 per cent in the second. Here it is striking that the second term has 3 per cent fewer students than the first, while the fourth term has 8.3 per cent fewer than the third. In other words, almost three times as many students drop out after the third term as do after the first. Whether this is due to the fact that many reach the working age and leave during their third term, or to the fact that many make mistakes in choice of senior high school and change schools to get a non-academic course, is not known at present. There is also the fact that the third term is comparatively large because of the large number of students who fail during the readjustment from junior to senior high school, and who in consequence have to repeat the grade instead of going into the fourth term. Another significant fact is that although the fourth, fifth, and sixth terms have their share of dull, normal, and very bright students, the division fails in the first and third terms, and to a lesser degree in the seventh and eighth. In the first term there are 5.7 per cent more dull students, and 3.9 per cent

fewer bright ones than there should be. This is partly rectified in the second term. In the third term there are 10.4 per cent more dull ones, and about 4 per cent fewer normal and bright ones than there should be. This discrepancy is completely corrected in the fourth term. In the seventh and eighth terms the percentage of dull students drops far below the quota. On the other hand, the proportion of normal and bright ones increases appreciably. (See Diagram 2.) The greatest amount of waste seems to be in the third term. The Goodwin school has in it 2.3 per cent of the entire dull group, although its total register is only 12 per cent of the entire school. Here we also find 13 per cent of all the normal children, and only 36.3 out of a possible 73.4 per cent of the very bright ones. Slightly more than half of the students whose mental ability should have made them qualify for the honor school are not in it. Again it is clear that a high I.Q. is not the sole ingredient of success as measured by school marks. Perhaps the problem of the gifted child who does not make the most of his ability is as important as that of the dull one who does poor work merely because he is not willing to put forth sufficient effort to overcome his mental shortcomings.

#### SOME 1935 TEST RESULTS

Since 1931 no intelligence test

has been given to the whole school at the same time. The data used in 1935 is taken from the results of tests taken by students on their admission to Morris. No detailed study of the I.Q.'s of the whole school was made. However, a comparison of quartile divisions in certain groups shows very little difference between the results of the 1930, 1931, and 1935 tests. (See table VII.) In no case is the variation in medians, in first quartile, and in third quartile scores greater than 3%. The 1935 seniors are, as a group, not as bright as those of 1931. This is easily understood when the recent introduction of a straight commercial course is taken into account. The quartile divisions of the seniors in the commercial course fall about 7 per cent lower on the I.Q. scale than those of the seniors in the general or academic course. The commercial seniors appear to be about on a par with the freshmen, except that they have modes at both 95 and 105 while the freshmen have only one mode at 105. Also, the commercial seniors have fewer in the very dull and the very bright groups than do the freshmen. (See Table VIII.) Here it should be noted that although almost 40 per cent of the incoming freshmen have I.Q.'s below 100, this number dwindles down to about 24 per cent in the senior class, even after the introduction of a commercial



course in which dull students have a far better chance of surviving than they have in the regular general course. The difference in distribution of I.Q.'s in academic and commercial senior groups is very striking. (See Diag. 4.) About 43 per cent of the commercial seniors have I.Q.'s below 100, and almost 8 per cent have I.Q.'s below 90. Perhaps half of all these would never have reached the senior class if they had attempted the academic course. Surely it would have been unfair to have kept them out of either course merely on the basis of low I.Q.

#### RETARDATION AND THE INTELLIGENCE QUOTIENT

Throughout the study thus far, no attention has been given to the time element, or to the rate of progress of students in high school. How long does it take a student to complete the general course, and is it the dull student who takes the longest time? Table IX is an attempt to find an answer to these questions. All factors other than I.Q. were disregarded, yet the figures show that their importance must be very great. There were 20 seniors who completed the four year course in three and a half years, or seven terms. Five of them were very bright, ten were in the 115 group, two in the 105 group, and, what is most surprising, three had I.Q.'s below 100. Again the high

I.Q. did not cause greater speed than the normal or low. About two thirds of the senior class spent four years in high school. In this group there were 23 below 100 and 30 above 120. Those who needed nine terms numbered 81 or about a quarter of the class. Here again, there are 11 below 100 and 11 above 120. The one-to-one correspondence is somewhat startling. Of the 21 who needed 10 terms, 7 were below 100, and 14 above 100 but below 120. Finally, of the nine who persisted for 11 terms, six were below 100, but three were above 110. Considering that there are many more in the dull group than there are in the very bright, it looks almost as though retardation was not confined to dull students. One must bear in mind however, that a large portion of the students having low I.Q.'s leaves school long before the senior grade, and only those of them who put forth much effort have any chance of graduation. By the time they have reached their last term, they have undoubtedly had to learn to study enough to be able to get passing grades in their school work. It should also be noted that a low I.Q. may be due not only to a low score, but to a large chronological age as well. This suggests that students having low I.Q.'s may, in many cases, reach the working age and leave school much before their younger classmates who must, whether they

like it or not, remain in high school until graduation. Of the 33 seniors who failed to graduate, only 15 had I.Q.'s below 100 as against 18 between 100 and 119. Finally, of the 11 seniors with I.Q.'s below 90, only two failed to graduate, while 5 took from 9 to 11 terms, and 4 completed the course in the normal four years. From all this it is clearly seen that I.Q. alone does not determine rate of progress and ultimate success, and that the right attitude on the part of a dull student can do much to help him overcome handicaps of mental ability of a low grade. On the other hand, there must be vastly important factors other than I.Q. which cause failure and retardation in students who never achieve to capacity.

#### FAILURE AMONG FRESHMEN

Is failure among first term students confined to the dull ones among them? The records of the class which entered Morris in September 1934 were studied in an attempt to find an answer to this question. Most of these children took the Terman Group Test of Mental Ability in June 1934. Those who came later in the term took the usual Otis test. Table X shows the distribution of I.Q.'s for the entire class with the exception of those who had entered before September and were repeating the grade. It is inter-

esting to note that the practice of changing schools after the term has begun, is not confined to dull children. For 27 with I.Q.'s below 100, there are 29 above 100 and for 13 below 90, there are 10 above 110. The freshmen were placed into courses consistent with what could be learned about their ability from their elementary school records, and from the results of the Terman, Otis, and Haggerty tests. Some were not permitted to study a foreign language or algebra, but had to take general mathematics, and special English. Others were given Typewriting in addition to three or four academic subjects. Table XI show their achievement as measured by the number or subjects they had passed by the end of the term. The three students who failed all majors had I.Q.'s below 90. However, of the 38 who passed only one or two majors, 25 had I.Q.'s below 100 and 13 were above 100 and as high as 129. One subject was failed by 30 below 100 and by 21 ranging in I.Q. from 100 to 139. Here again failure is not confined to the dull group. It is true that only 36 per cent of the dull freshmen passed all four or four and a half subjects, while 64 per cent of the 100-109 group, and 82 per cent of the 110-139 group did as well. It is also true that the dull group had modified courses which were easier to pass. Yet 22 out of 39 having



I.Q.'s below 90 were able to meet standards set down for them, and to pass all but one major subject. (See Table XII.) These children had to show some degree of proficiency to get passing grades, and they got them. Consequently they did not begin their high school course as total failures. The value of this in terms of mental health cannot be overemphasized. It is of interest to note here that 6 of the dull students who passed 4 or 4½ subjects, had taken and failed two Haggerty Reading tests. All but one of these, however, showed an improvement in reading score of as much as 18 points. In short they did what 17 others of their own level, and 28 children far brighter than they, had not been able to do. Table XII also shows that of the 22 fairly successful dull freshmen, only three were more than 15 years old. Evidently, the older ones, knowing that they will soon reach the working age and be able to leave school, make little effort to learn or even to attend high school with any degree of regularity. These dull, overaged children are the ones who go to school under compulsion and cause much of the waste due to failure in the first and third terms of the high school today.

#### CONCLUSIONS

Throughout the study, one fact stands out. Morris no longer gets

students with I.Q.'s below 70, and those who come with an I.Q. below 80 do not remain after the third term and have absolutely no chance of graduating even if they last a term or two longer than that. The commercial course offers a better opportunity for survival for students in the below 100 group than does the academic course. The intelligence quotient is not the sole nor the most important factor in success during the high school course. It is not possible to predict with any degree of certainty just how fast either a bright or a dull child can progress, nor is it advisable to set up arbitrary divisions between I.Q. groups so as to throw together children having different attitudes and standards of achievement but the same mental ability level. We are not able to separate the sheep from the goats on the basis of the intelligence quotient alone, except in extreme cases such as those of children having I.Q.'s below 80. The very bright child who wastes his gifts is as much of a problem as the very dull one who is not able to learn the traditional subject matter of the high school, but who must be learning something while he remains in school. Giving an intelligence test is no more a cure than taking a sick man's temperature and ignoring it would be. Now that we know that our children are dull, normal, and bright, and that they fail in school

almost as often because they will not, as they do because they cannot, learn, what can we do to set them right? Perhaps the solution lies in a readjustment of standards, so that the dull child may do the best he can within the range of his ability without disgrace, and the bright child may have to reach a level of achievement which leaves him no

time to cultivate habits of laziness and indifference. Ability without effort is of little value. Lack of mental ability may, to a certain extent, be compensated for by character and personality. It is the job of the teacher to effect an integrated adjustment for all children in his care.

TABLE I  
I. Q.'s of Students at Morris High School in 1930  
Per cent of Each Group in I. Q. Intervals

Groups	65-74	75-84	85-94	95-104	105-114	115-124	125-134	135-
Entire School	.2	1.6	11.8	31.4	32.2	17.7	4.6	.5
Goodwin School	.0	.1	2.9	18.8	35.5	31.6	10.4	.7

Number of Students in Goodwin School: 614.  
Total Number of Students: 4060.

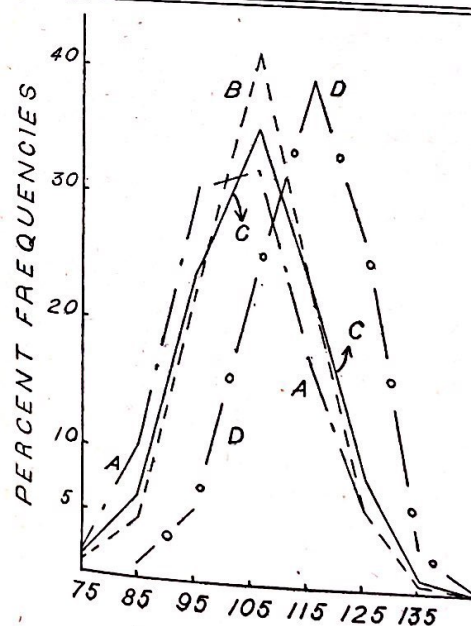


Diagram 1—Distribution of I.Q.'s Morris High School, 1931.  
Key:—A—Grades 1-3  
B—Non-Goodwin, grades 4-8  
C—All students, grades 4-8  
D—Goodwin, grades 4-8

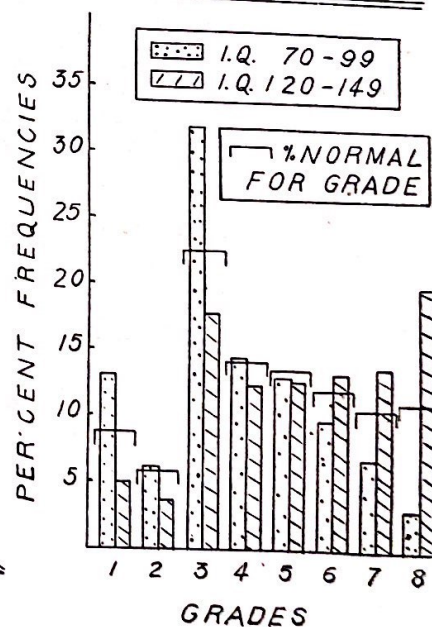


Diagram 2—Low and High I.Q.'s in Each Grade in Morris High School, 1931.



TABLE II  
I. Q.'s of Students at Morris High School in 1931.

Grades	Intervals							Total
	70-79	80-89	90-99	100-109	110-119	120-129	130-	
1	6	43	115	116	59	17	3	359
2	1	7	70	91	53	13	2	237
3	19	110	273	276	158	66	6	908
4	2	40	141	202	140	43	8	576
5	4	28	131	229	111	47	5	555
6	0	14	110	188	127	50	4	493
7	1	9	75	161	129	52	4	431
8	0	5	35	169	156	75	7	447
Total	33	256	950	1432	933	363	39	4006

TABLE III  
I. Q.'s of Students at Morris High School in 1931  
Per cent of Each Grade I. Q. Groups

Grades	Intervals						
	70-79	80-89	90-99	100-109	110-119	120-129	130-
1	1.7	11.9	32.0	32.3	16.4	4.7	.9
2	.4	2.9	29.5	38.4	22.4	5.5	.8
3	2.1	12.1	30.1	30.4	17.4	7.3	.6
4	.3	6.9	24.4	35.0	24.2	7.5	1.6
5	.7	5.0	23.6	41.4	20.0	8.5	.9
6	0	2.8	22.3	38.1	25.8	10.1	.8
7	.2	2.1	17.4	37.3	29.9	12.1	.9
8	0	1.1	7.8	37.8	34.8	16.8	1.6

TABLE IV  
Per cent of Each Grade of Goodwin School in I. Q. Groups  
1931

Grades	Intervals							Total
	70-79	80-89	90-99	100-109	110-119	120-129	130-	No.
4	0	1.7	5.9	31.3	34.8	20.3	5.9	118
5	0	0	6.4	28.2	32.1	29.5	3.9	78
6	0	0	10.0	24.4	40.0	21.1	4.5	90
7	0	0	4.8	16.8	47.1	27.7	3.6	83
8	0	0	1.8	18.6	44.2	32.8	2.6	113
Total	0	.4	5.6	24.1	39.6	26.1	4.1	482

TABLE V  
Per cent of Each Grade of Non-Goodwin School, Grades 4-8, in I. Q. Groups  
1931

Grades	Intervals							Total
	70-79	80-89	90-99	100-109	110-119	120-129	130-	No.
4	.4	8.3	29.2	36.1	21.7	4.2	.2	458
5	.8	5.9	26.4	43.4	18.0	5.0	.4	477
6	0	3.5	25.0	41.2	22.6	7.7	0	403
7	.3	2.6	20.2	42.0	26.3	8.3	.3	348
8	0	1.5	9.9	44.4	31.8	11.4	1.2	334
Total	.3	4.7	23.0	41.2	23.4	7.0	.4	2020

TABLE VI  
Per cent of I. Q. Groups in Each Grade, in Goodwin School, in  
Non-Goodwin School, and in Grades 1-3, 1931.\*

Grades	I. Q. Groups			Total No.	Per cent of School
	70-99	100-119	120-149		
1	13.2	7.4	5.0	359	8.9
2	6.3	6.2	3.7	237	5.9
3	32.3	18.4	18.0	908	22.7
Total	51.8	32.0	26.7	1504	37.5
4	14.8	14.5	12.7	576	14.4
5	13.3	14.4	13.0	555	13.7
6	10.0	13.3	13.5	493	12.3
7	6.9	12.2	14.0	431	10.8
8	3.2	13.7	20.2	447	11.2
Total	48.2	68.1	73.4	2502	62.5
Goodwin	2.3	13.0	36.3	482	12.1
Non-Goodwin	45.9	55.1	37.1	2020	50.4

TABLE VII  
Quartile Divisions of I. Q.'s in 1930, 1931, and 1935

Grades	Year	First Quartile	Median	Third Quartile
Freshmen	1930	94	101	109
	1931	94	101.5	109
	1935	94	103	112
Seniors (All)	1930	101.5	109	116
	1931	104	110.5	118
	1935	101	107	114.5
Seniors General	1935	102	108.5	116
	Commercial	95	102	108.5
	Goodwin			
Grades 4-8	1930	106	113	121
	1931	108	115	122
	1935	106.5	114	121
Entire School	1930	98.5	106.5	114
	1931	97.5	105.2	113.5

TABLE VIII  
I. Q.'s of Goodwin School, Freshmen, and Seniors.  
1935.

Grades	Per cent of Each in I. Q. Groups							Total
	Intervals							No.
	70-79	80-89	90-99	100-109	110-119	120-129	130-	
Goodwin	0	.8	4.7	29.1	38.8	22.4	4.2	402
School	2.2	12.8	24.6	31.3	16.2	11.2	1.7	179
Freshmen	0	4.3	20.0	38.9	26.2	9.4	1.2	494
Seniors (All)	0	2.8	13.9	39.8	30.0	12.1	1.4	353
General	0	7.8	34.7	37.6	16.2	3.0	.7	141
Com'l								



TABLE IX  
Time Needed by the Class of January, 1935  
To Complete the General Course

Number of Terms	80-89	90-99	100-109	110-119	120-129	130-	Total No.
7	0	3	2	10	5	0	20
8	4	19	83	66	25	5	202
9	1	10	36	23	11	0	81
10	2	5	9	5	0	0	21
11	2	4	0	2	1	0	9
Total	9	41	130	106	42	5	333
Failed to Graduate	2	13	15	3	0	0	33
Total	11	54	145	109	42	5	366
Intervals							

(The difference between 366 and 353 is due to admissions and discharges during the term.)

TABLE X  
I. Q.'s of Freshmen Admitted during the Term Ended January, 1935

Groups	70-79	80-89	90-99	I. Q. Intervals	110-119	120-129	130-
Admitted in June	4	23	44	56	29	20	3
Admitted Late							
in June	0	13	14	19	3	6	1
Total No.	4	36	58	75	32	26	4
Discharged: 1.							
I. Q. not Known: 7.							
Total Number of Freshmen:	241.						

TABLE XI  
Number of Major Subjects Passed by Freshmen in January, 1935

Number of Majors	70-79	80-89	90-99	100-109	110-119	120-129	130-	Total
0	1	2						3
1	1	5	3	1	1	1	0	12
2	1	4	11	8	1	1	0	26
2½	0	3	1					4
3	0	10	20	14	4	2	1	51
3½			1	4				5
4		10	18	36	18	15	2	99
4½		2	4	12	8	7	1	33
Total	3	36	58	75	32	26	4	234
Intervals								

TABLE XII  
Number of Major Subjects Passed by Dull Freshmen in January, 1935  
Number of Freshmen in Each Age Group  
I. Q.'s 70-89

Ages	0	1	2	2½	3	3½	4	4½
13								
14			1	2			1	
15	1	4	1		7		4	1
16	1	2	3	1	1		5	1
17	1				2			
Total	3	6	5	3	10	0	10	0
Total Number of Freshmen Having I. Q.'s from 70 to 89: 39.								
MARIE SHAPIRO.								

Morris High School.

## MUTATIS MUTANDIS\*

or  
CHANGING WHAT OUGHT TO BE CHANGED  
or  
WHY NOT BE REALISTS INSTEAD OF IDEALISTS?

I NEED not inform you that a merry war is on, one that in some communities has become a war of merciless extermination. The parties thereto are, as party of the first part, the educationists, the measurementists, some school superintendents, many budgeteers and not a few curriculumists. The startled, bewildered and, in most cases, mutely defenseless party of the second part consists of the teachers of

foreign languages in the public secondary schools of the country. In some sections, language teachers in private schools, colleges and universities are also being bombed ruthlessly and their ranks widely decimated. But in general the conflict rages most fiercely within high school borders.

What are the factors which have brought on the conflict? May I recall to you some of them?

\* Address given November 22, 1935, before the Association of Modern Language Teachers of Philadelphia, and on December 21 before the Second Annual Foreign Language Conference held under the auspices of the Department of Foreign Languages, School of Education, New York University. This address is of general application and refers particularly to New York City only in its latter part.

1., The activities of the measurementists, who believe, apparently, that all states of the human mind, lack of mind, aptitudes and reactions, can be and should be weighed, measured, classified and indexed. Their activity started, as we know, with the examination of



citizens who were drafted in the late war of unholy memory. The movement spread to the educational system and, like all "movements" in American education, it swept, for a time, everything before it. Teachers, influenced by these specialists, learned to babble, even in their sleep, of I.Q.'s, coefficients of correlation, quartiles, medians and what have you. The epidemic in time died down. No doubt some good was accomplished by the processes and techniques developed in the effort to analyze juvenile and adolescent mental equipment and reactions. The Intelligence Quotient, as developed by the measurementists, has unquestionable value, but today its limitations in application are recognized, and the I.Q. is regarded as only one of several factors to be taken into consideration in attempting to evaluate human beings. Will power and the emotions, which are tremendously important factors in human living and learning, can never be evaluated in mathematical terms.

2. Encouraged, no doubt, by the fadistic success of the measurementists, the curriculumists and secondary educationists burst upon the scene. If the child could be measured, so also should the curriculum. No doubt their thesis was a sound one. No doubt a re-evaluation of the content of the secondary curriculum was in place. From 1900 to 1925, let us say, the American high school had been static, tradi-

tional, unshaken. The war certainly taught people one thing at least, namely, the value of secondary and higher education. Educated men obtained officer ranking in the national army. Technical and scientific training was everywhere at a premium. During this period, other factors than war, such as post-war prosperity, encouraged thousands of young folks to continue their education. Secondary schools and universities became crowded with youths clamoring, at least on the sidelines of the football field, for an education. Times had changed. Curricular changes were certainly indicated.

But the curriculumists had no mathematical standards, as did the measurementists, with which to work out evaluations. Nevertheless, they set just as arbitrary standards of procedure as did their *confrères*, but unfortunately theirs was so utterly an *a priori* procedure that they immediately found themselves operating with questionable premises. At least their *modus operandi* was often open to question.

"Surveys" were in order, surveys conducted by secondary educationists, many of whom it is certain had never had even five years of actual experience in a secondary school classroom. These surveys, headed usually by a well-paid curriculumist, proceeded to find five, ten, twenty or even fifty thousand dollars worth of fault with the old curriculum. After going into a close huddle,

these surveyors and educationists said that this or that subject should be cast out and that or this branch of study should be brought in. "Does this subject function in the lives of the pupils?" "Should this community spend money on the teaching of X subject when Y conditions prevail in the life of the community?" And so on. These and many similar questions which I haven't time to enumerate were, no doubt, fit and proper. But in most instances, I am sure, opinions rather than facts, facts that were different or impossible to ascertain, determined the re-evaluation of and the changes in the curriculum.

Now in this curriculum study and revision, foreign languages were invariably the point of first attack. Mathematics bore the second brunt of the onslaught. The assault on foreign language teaching contained statements—and those statements are still the basis for the continued attack—that are couched in terms like these:

The study of languages (for brevity I shall use this term henceforth to refer to foreign languages, ancient and modern) does not function in the lives of high school pupils (whatever that means). This study results in too many failures of pupils. There is no mastery of the subject. It is too difficult for them. This is a one-language country, a vast one, in which our citizens need know no other idiom than English, the most widely used language of

the world. This study has no "surrender values" and no "transfer values". Languages are taught by poorly prepared teachers. This study is part of a traditional curriculum; therefore, out with it. Languages cannot be learned in a two-year high school course, the course that most frequently prevails. Languages are studied in secondary schools only because the colleges require it for admission; the colleges will have to change their admission requirements. After four years of study of a language in high school and college, who is there who has acquired anything more than stumbling, halting speech control thereof or a fumbling reading ability? There are other subjects far more worth while in a crowded curriculum; for instance, social science subjects, pure and applied science, commercial subjects, English. This is a technical, scientific age; our youth should study science first of all. This is a world of political and social unrest; let youth devote itself to the study of society and ways of improving it. Languages are not at all necessary as a part of scientific or social education. Languages do not function in preparing youth for a business career; book-keeping, stenography and typewriting, commercial law and the manipulation of accounting machines is youth's most fitting field of study.

This welter of charges and recriminations against language teaching and teachers, this confusion of



voices, of points of view and of educational philosophies which I have purposely lumped into one confusing paragraph, depict, I think, both the recent past and the immediate present state of mind of those who charge down upon us. What a picture! Is it exaggerated? And while we cry "*Quousque tandem?*" and hardly know which charge to answer first, let us clearly realize that upon us rests the responsibility for definite answers and a definite philosophy. We are on the defensive and must give perforce the *raison d'être* for ourselves and for our field of instruction. But I shall leave that for a later moment.

3. Turning from the measurementists and the curriculumists, let us look at school conditions. These have been a mighty factor in bringing about the present state of affairs in the language-teaching sector of the educational world. After prosperity, which served to augment high school and college population, came its sinister opposite, economic depression, which accelerated at an even greater pace the rush to the public high school. For instance, from September, 1930 to September, 1935, the enrollment in high schools in New York City increased from 172,300 to 255,610, or 42½ per cent. A new reason for entering or continuing in high schools manifested itself—the reason that there was no other place to go when one is from 13 or 14 to

17 or 18 years of age. Business men in retreat and truant officers on the advance, seeking to enforce compulsory education laws dealing abruptly with youngsters under 16 years of age, unconsciously worked together to herd into the schools hordes who otherwise would not be there. The reluctant, the hungry, the cold, the unfit, the abysmally low I.Q. and the unfortunate moron and near moron, trooped along with the eager, the nourished and the happy, the high I.Q. and the brilliant, across the portals of learning. Never before in the history of America have there been so many unwilling and unfitted youngsters compressed into the secondary school mold. The old traditional mold, still unhappily used, is about to burst unless its walls are expanded, unless greater flexibility becomes possible.

Whither American secondary education? may well be asked, in view of the situation I have tried to describe. "O tempora, oh mores!" And whither the teaching of foreign languages in secondary schools—whither, how far, what, how, when?

I cannot answer, "Whither American secondary education?" Who can? "Whither the teaching of foreign languages?"—I shall humbly try to answer. But before doing that, may I briefly reply to some of the criticism of language teaching. I shall not have time to

take up all charges, complaints and complaints.

Suppose we consider the charge that high school language pupils fail in too large numbers, and couple with it the complaint that language teaching is poor. There is, I believe and frankly state, some justification for these charges. Why? First, because syllabi are still too much the old traditional program, inherited from other days when pupils, like you and me, were a more or less selected lot, when life was simpler and genuine interest in and liking for intellectual activity was common to most of those who sought a high school and college education, and when in the language syllabus (where one existed) there was much "grammar grind" (which does require brains and their use) and much translation and composition. (But, parenthetically, did it result in much actual ready control of the language?) This type of syllabus and this kind of language study was based on a four-fold objective—hearing, speaking, reading and writing the foreign tongue. Not until in very recent years, when the Modern Foreign Language Study made the first really scientific investigation and analysis of our field was there much thought given to the fact that we were shooting at four targets at once, any one of which standing alone would be difficult to hit. Hence, the recommendation of this Study, formulated in the so-called

Coleman report, that reading for ready comprehension be made the objective, cleared up remarkably the confusion that existed on this score. We in New York City adopted (1931) the reading objective as our first aim in our normal or usual language course. Other school systems have done the same. Better results are already evident. One great hindrance to the satisfactory attainment of our ideal is the fact that our State or Regents' examinations give too much weight yet to grammar points and to translation from English into the foreign language.

What is too high a percentage of failure? Ask me something easy. But I venture the belief that, with a proper syllabus, one based on an attainable objective and with teaching and testing conforming to the basic philosophy of the syllabus, 85 per cent of our normal pupils should be successful in the normal or standard course. Please note that I am speaking of normal students.

But, unfortunately, poor teaching as well as poor syllabus planning unquestionably accounts for some present high mortality results. And poor teaching may, remember, be even conscientious and hard-working teaching, but routine, deadly, traditional. And the tradition that brings most blight to results is that which follows an inherited and traditional pattern, especially in respect to the teach-



ing of what we call grammar. The grammar virus which infects many teachers is insidious and persistent. It makes them believe that grammar and language are one and the same thing. They think, or at least practise, that grammar makes the language and not that language determines grammar so-called. In their teaching, the language becomes a code, to be dissected, handled reverently but cleverly, made difficult and confusing, serving as material from which are to be constructed things that resemble a puzzle. Their favorite devices are enforcement of rote learning of paradigms, declensions, rules and exceptions, and the translation, so-called, of countless unrelated English sentences into what is supposed to be the way the foreigner would express the same thing. Blackboards are covered with such transliterations, and the teacher painfully and most conscientiously passes along and "corrects" these queer piecings together of foreign words. When he is through the board looks like a Chinese puzzle. He has "corrected" so many things, and the pupils at their seats have "corrected" so many things on their homework papers that little is left of the original writing. And that is teaching a foreign language? Well if it is, then what is a jig-saw puzzle factory?

Such teaching, in which little is heard of the oral language and

much is seen of untidy paper and board work, is the old tradition—the thing that you and I survived because we were husky enough to stand it.

Routinary, traditional teaching of foreign languages, only briefly indicated here, is, ladies and gentlemen, largely accountable for the war that is being waged upon us, and on that score at least we have no one but ourselves to thank. Why, oh why, follow such deadly practices with lively youngsters? We have one of the most fascinating, most romantic (if you will) and most attractive-to-youth subjects in the whole curriculum. Why not take full advantage of that fact and thrill them with interesting activities—easy and rapid oral practice, memory work, songs in the foreign language, the reading of interesting simple stories—and teach grammar, only incidentally, as functional grammar, and not as a code to be manhandled, juggled, struggled with and wept over?

My experience is that there is nothing more difficult to accomplish in this world than to change the mind-set of a teacher or get him out of the rut. And let us admit that some language teachers are woefully impervious to new ideas. But they are getting jolts these days that are doing a lot to make them examine themselves and their ways of doing business.

*Culpa nostra*, must be, in some

measure, our answer to this charge, but with, no doubt, a justifiable plea of extenuating circumstances, namely that the colleges have to a marked extent imposed this kind of teaching upon the high schools, first, by bringing us up in this way; second, by fixing in the terms of admission requirements items that are reflected in this teaching; third, by still expecting in high school graduates a preparation based on grammar grind; and, fourth, by doing too little to train teachers in more modern practices. The secondary educationists and methodology specialists should get together on a few things and develop a modern procedure for training those who will be high school teachers of languages, who are taught by one of these university groups and criticized so harshly by the other.

But, after all, are language teachers and language teaching any more inefficient or routinary than teachers and teaching of any one of a half-dozen other branches of study we could name? *Most assuredly not.* I could cite you reams of figures to prove this—but I spare you.

And then we are accused of teaching a subject that has no "surrender or residual values". What "surrender or residual value", exactly, has chemistry or physics or mathematics or biology or even history? Do you remember any chemical formula other than  $H_2O$ ?

Do you use any other mathematical processes in your daily life than the four fundamental processes of arithmetic? You probably can't add correctly, the first time; the figures of your monthly bank statement if you are so fortunate as to have a bank account. What principle of physics did you consciously apply the last time you tried to get your car out of a ditch or a mudhole? What do you remember of your history courses? Don't you consult the encyclopedia immediately when you are up against anything but the most elementary facts of history?

Aren't we mistaking the purposes of education when we judge the worth of a high school subject by what sticks in the mind for later factual reference? Isn't there a lot of unnecessary and nonsensical pother made about "transfer values" also? Isn't the whole purpose of education *to develop innate abilities of youth to the highest point possible*? Shouldn't any course, one in foreign languages included, be an instrumentality of education of the individual rather than an end in itself? We are not teaching foreign languages, but boys and girls. And in that teaching, a foreign language may be, is, has been, and can continue to be a very effective instrumentality.

And what about "mastery"? We hear that mastery should be the end of instruction. If mastery is the



end of instruction then all the high schools should close up shop. Not mastery of the subject, but the development of the individual is the goal.

If development of the individual is indeed the purpose of secondary education, then fall to the ground other charges against language teaching, such as that little practical use of the language is ever acquired in the language course, that a language cannot be learned in a two-year course (who ever claimed it could?), that other subjects of the curriculum are far more worth while than languages.

Should the secondary school period be one of broad humanistic development of the individual or one in which skills may be acquired which have bread-and-butter values? Here the humanists and the practicians come to the parting of the ways. No one in his senses will claim today that two or three years of the study of French, Spanish or German in the high school will assure the student of room and board when he leaves school. Will the study of stenography or accounting do so? These days?! And if such study should bring compensation of fifteen or twenty dollars a week, what then? Well, a dead-end occupation is better than free-lancing as a beggar on the streets. Better for the dead-ender for the time being, perhaps, but is it better in the long run for society as a

whole? It depends upon whether or not the individual has in him capabilities of which society is robbed by his becoming a dead-ender.

Should the social sciences (civics, history, government, economics) force out linguistic study? When the social science teachers of the day are rent asunder on the question of whether or not their teaching should indoctrinate youth or merely teach him facts of present-day political life and let him make his own interpretations; when after fifteen years of obligatory teaching of civics in high schools we see that the gangsters and racketeers of today, were, in some cases, at one time registered in the high school; when the civic life of America, especially in the cities, presents a wide scene of putrid corruption, despite daily school lessons, preachings and crusades for honest government; and when teachers of social sciences in many cities dare not teach in their classrooms that the party in power is corrupt—how, then, is the teaching of social science of supreme importance in the educational system? *Mayhap the teaching of languages is just as soul-saving and nation-saving as the teaching of civics and economics—at least at the high school level.*

Taking note of only one more charge brought against us, let us consider the provincial point of view so firmly held in some parts

of this country, namely, that we are a one-language nation, situated remote from all other nations, self-sufficient and powerful, endowed with the English language so widespread in the world; that, therefore, foreign tongues are needlessly taught at the expense of taxpayers in public high schools. Are we so remote? Have you a short-wave radio receiver? If so, you listen frequently to programs from France, Italy, Germany, Spain, Mexico, Cuba and all parts of Spanish America. If you have no short-wave set, you have listened to similar programs re-broadcast here but picked up by shortwave receivers. Almost every family in America has heard or can hear programs in French, Spanish, German and Italian. The air above is filled with foreign voices as well as with American intonations. And through that ambient air sail fast airships that in a day can place you in Mexico City or Havana, and in two, three, or six days more will land you at various spots in South America. And soon we will in a week be able to drop down in China and Japan, and then, of course, will come the twenty-four hour air journey to Europe.

Is this a time to isolate ourselves from foreign language experiences? Is it now irrefutably certain that we should or can live unto ourselves and let the rest of the world go by? These

questions answer themselves.

Mind you, I do not claim that after a two-year high school course in Spanish our young fellows are going to ride through the air to conquer the South America market for some exporting house. But I do claim that such a course will have laid a basis for a student's further acquisition of the language, will have given him a residuum of factual knowledge concerning Spanish America, and will have gone far to make him, though a "dub" in language study, *muuy simpático* to the people he may be sent to deal with.

And coming back to my thesis of development of the individual, on that score if on no other, language study in this provincial country of ours will inevitably, in the hands of proper teachers, break down in time this provincialism, and place in its stead a respect for other countries and their civilizations and some, at least elementary, knowledge thereof, which they seem at present to acquire in no other course, for teaching the civilization of the foreign land is today an essential task of him who teaches its language.

"Quousque tandem?" Well, thus far and no further, is our answer to our critics. You have had your say in biting words. We have answered most of your charges and we feel that our feet are upon solid ground. Grant us sincerity,



grant us skill and teaching ability equal to that of any other group of secondary teachers. We confess we are not perfect, we expect to improve, we are valiantly striving to re-orient ourselves and our teaching in this upheaved educational world. We accept our share of responsibility for the education of young America and *you cannot exclude us from coöperation in solving today's problems.* Let us reason together.

And in our reasoning I come to the query, "What?" meaning thereby what is to be our contribution in a coöperative attempt to solve these problems.

Remember my description of the hordes that are upon us. Shall the modern language teachers stick their hands in the sand and ignore the situation? If we do, there are others who will arrange matters for us. Shall we thus shirk responsibility? Shall we say, "Out with those who cannot pass in foreign language courses"? That would be one way—simply "flunk 'em out". That is, unfortunately, the way many have met the issue. Hence, in part, why we are being pilloried today. Shall we say, "Diagnosis is indicated. Let us prognosticate ability to learn a foreign language. Those that don't measure up must not be admitted to language classes."

Well, that would be one way to handle it, though much injustice to undeveloped youngsters might

thus be done. But, who has been able to prognosticate this peculiar thing called linguistic ability? I was guilty of formulating, I believe, the first prognosis test. And it didn't work. Others have vainly attempted the task. And by the way, why have not the measurementists and curriculumists ever made any contribution to prognostication in this line? Can it be that they distrust their ability to do so?

The correlation of I.Q. with success in language study is low, as is also correlation with success in English. But even combining both intelligence and English ratings, as we have done in some schools in New York City, we get only an approximation of probable ability.

What, then, is the answer? I think it lies in the building of an adjustment course in foreign languages. Whether we will or not, the old traditional courses in the high school must undergo, are undergoing, great changes. The traditionalists and idealists and perfectionists stand aghast. They can hardly believe their ears when they hear the proposal. Horrified, they say that the sacrosanct curriculum must not be touched. "If they can't do the regular high school course", they say, "then send them to special schools, to vocational schools, to industrial schools, or to continuation schools, but they don't belong in the high schools." Easier said than done, and for two reasons: (1) the vocational and

industrial schools in sufficient number do not exist nor in these pinching times can they be built; and (2) parent resistance and pupil resistance to such a plan of segregation often bitterly oppose such segregations, which they believe stigmatizing. "All men are born free and equal" says one of the historical foundation documents of our Republic. And in the minds of the populace this means that all are born mentally as well as politically equal.

So segregation seems to be impossible. Adjustment courses seem the only solution. What is an adjustment course? It is one in which the program is one of activities adjusted to the ability of those enrolled therein. Does that mean that an adjustment course is the old traditional course in diluted form? Not at all. *It means a different kind of a course, in which is found a shifting of stress from one worth while activity to another of equal value.*

What should an adjustment course in modern foreign languages be? It should be one in which emphasis is shifted from pursuit of paradigms, vexation of verbs, and grind of grammar to oral repetition, memorizing, dialogue building and learning, singing of foreign songs, much use of cultural projects concerned with foreign life, and much simple reading for comprehension and enjoyment. It would be a shift from regurgita-

tion to digestion, from teacher activity to pupil activity, from motivation by arbitrarily imposed tasks to motivation springing from pupils' interest in things. If a pupil hasn't been able to grasp the force of the imperfect tense, perhaps he has developed to a laudable degree ability to memorize prose or poetry or dialogues, or to gather thought from simple foreign prose, or to gather information about the foreign country from different sources and to present it interestingly to his classmates.

Finally, the philosophy at the basis of such a course is, "Accomplishment of the accomplishable; the joyful satisfaction of the individual in doing well that which he is best capable of doing; training in habits of accuracy in accomplishing the accomplishable, as in memory work, dictation and the copying of written material. Each according to his ability."

It will be seen that such a program *is more a shift in methodology than in content, though content is changed through a shift in stress.* Permit at this point to remind you that I am speaking of a course for those supposedly unfit for language study; I am not referring to normal pupils or a normal course.

Now I reach the question "Why?", meaning what are the reasons for such a course. If I have not covered by implication these reasons in preceding para-



graphs, let me answer here: Because foreign language study is a splendid instrumentality for developing individuals of all kinds. Because young folks are at first genuinely and deeply interested in the foreign language class; something happens later, sometimes, to kill that interest. Also because there is at hand in nearly every school system a body of highly trained and usually efficient teachers of languages. That they may need re-orientation and retraining to enable them to grasp and apply such an adjustment program, is probably true. But why not give them an opportunity to demonstrate that, once freed from the old traditional program and ideology, they are capable of doing well their part in solving the great problem facing the whole secondary school system, namely, what shall be done with those of lower ability, those who cannot successfully accomplish the more or less rigid traditional high school program. Foreign language teachers cannot shirk responsibility for contributing to a united effort to work out the educational salvation of the low I.Qers.

And "How?" is the next query facing us, meaning how bring about such a change. Well, in New York City we have drawn up a "Proposed Syllabus in Modern Foreign Languages for Pupils of Lower Linguistic Ability" by appointing a committee of twelve

heads of modern language departments, one high school principal, one director and one assistant director of the subject. This committee was called the Committee on Modern Languages in a Changing Educational World. Its deliberations lasted through one school term, February to June, 1935. Its twenty-seven page report appears in HIGH POINTS for September, 1935. It has not yet been accepted as an integral part of the adjustment program for high schools, but the Associate Superintendent, Dr. John S. Roberts, has directed that principals, heads of departments and teachers hold conferences upon the proposed syllabus and has given permission for experimentation with it in all schools. At present there are eleven schools in which experimentation is being carried on to a greater or less extent, along the suggested lines. I will tell you that there is plenty of opposition to the proposal, though with only three or four exceptions among them, the seventy chairmen of departments are desirous of testing it out.

In other subjects of the curriculum similar plans for adjustment courses are under way. There is one officially appointed general committee of first assistants (chairmen) of all subjects which is at present at work on the problem of adjustment courses. Several schools are experimenting in various ways in attempting to find a satisfactory

plan for handling lower ability pupils.

Who is to take such a course and what credit is to be allowed for it? I quote from the language committee's report:

"For whom planned. The course in modern foreign languages herewith given is planned for the following types of pupils: (1) Those now barred from foreign language study on the basis of their I.Q. ratings and their elementary school records. (2) Those who have studied a modern language for a term or less with such poor results as to make continuation in the regular course inadvisable. (3) Those who wish to elect this course as a non-Regents' course. (4) Those who have been dropped from regular courses in a language because of two successive failures may elect this course but in a different language.

"Length of this new course. It is proposed that this course be for one year and that it may later be extended to two years if results warrant.

"Credit for the new course. It is proposed that full credit in units toward the general course diploma be granted for this course, but it be not credited toward the academic course diploma."

The General Aims, the Different Activities of the Course and the Appendix illustrative of parts of the plan would have to be given here to give an adequate idea of

the whole scheme. That I haven't the time now to do.

Finally, comes the question "When?", meaning when should those charged with the teaching of languages and charged by their critics with inadequacy of various kinds, undertake experimentation with an adjustment course. The answer is *now, immediately*. To teachers in the school system of New York City, I would say that it is incumbent upon them to study carefully and with an open mind the plan that has been formulated. Much more so is it incumbent upon chairmen of departments to do the same and to discuss the matter fully with their respective principals. To teachers of other cities I would say that you, too, should activate yourselves upon this vital problem of language courses for those who do not succeed in the traditional language course.

Two courses, then,—one for the normal student, based chiefly upon the reading objective; the other for the pupil of (supposedly) lower linguistic ability.

We shall be staunchly opposed by the perfectionists and those bitter-enders and stand-patters among our own ranks who believe in "high standards", as they call them, but we can assure them that the end for them and us will be bitter and that there will be no place for them to stand, pat or other wise, and no *patte* on which to stand, if they are not willing to



adjust the language program to the changed conditions of the high school of today. I cannot refrain in this connection from quoting the words of one of our Assistant Superintendents, Mr. Frederick Ernst, who, in addressing a meeting of modern language chairmen said: "Let us make up our minds that the perfectionist attitude belongs to the dear dead past of our departed youth."

*Mutatis mutandis.* Let's change what ought to be changed. Let's be realists and not idealistic perfectionists. Let us not only insist upon our duty but also upon our right to make such changes as should be made in language teach-

ing in a changing educational world. We, not others, should do this. In our firm conviction that our subject must continue to contribute to the education of youth of all grades of mentality, let us demonstrate by skillful application of the new proposed course for students of lower linguistic ability that with an adjusted course we can do as much for these children as can an adjusted course in mathematics, or social science, or commercial training or shopwork or English or the laboratory sciences or any other branch of study.

LAWRENCE A. WILKINS,  
Director of Foreign Languages

## HIGH POINTS

### Revelations—1935

OUR students reveal in their English compositions things about themselves which they would never dream of telling us. These revelations are especially amusing in the lower term compositions because of the writers' lack of subtlety.

Writing letters gives the students an opportunity to express, among other things, their suppressed desire for elegance of manners, probably acquired from the movies. The girls do not write to friends with the ordinary run of names, but to "Dear René," "Dearest Marietta," "Darling Inez",

or "My dear Yvonne." Further aspiration for "ritzy" is noted in the fact that these students at a lower East Side high school often address their letters to Park Avenue and Riverside Drive. Occasionally, a boy writes to "Dear Chauncey", but more often the young men show true manliness with "Dear Tarzan" or "Dear Moish."

Among suggestions to friends of how to spend the holiday, one little boy plans the following rather full day: "We can go ice skating. We can go fishing. We can go camping and in the evening to the movies." A more

sophisticated young man suggests going to Coney Island and walking on Surf Avenue to "flirt with girls." He also advises surf bathing at night "so that we can have the ocean to ourselves, and not have people yelling, 'Stop splashing!'" One youngster, dreaming of his youth, writes, "Come on over to my house, and we'll have lots of fun as we did when we were kids."

When the students are writing to Mr. Moses, our Park Commissioner, about improving the neighborhood, the suggestions have a little more of the bitter reality of life. One of the requests is for "two baseball fields, one for small boys and one for large boys, to avoid arguments." Molly, who probably lives in a dark flat, suggests that Mr. Moses plant flowers "to beautify the place and purify the air." From a highly practical student comes the suggestion "we need more lavatories (one every two blocks)," and from a romantic girl, "It would be nice to have a pavilion for dancing. You may think this is a silly idea, but it is certainly a very nice pastime." Almost all of them ask Mr. Moses for a swimming pool in the new playground, but only one mentions the reason, "because I can't afford to go to Coney."

Although the students do not talk much about their homes, it is not difficult to learn about their environment from their writings.

In a letter to the Anti-Noise Committee of New York City, Solomon S\*\*\*\* reveals that he "lives over a pool-room and can hear the noise of the boys playing late into the night." Can it be that the suggestion from sweet, refined little Minnie stems from personal experience—that "The noise of people fighting with pots and pans should be done away with"?

The comparison of the students' own fathers with Squire Cass of "Silas Marner" yields suggestive clues. Many of the boys find a striking familiarity in the Squire's threat to Godfrey that he would have to "get out and go to work." They recognize with delight the phrases, "When I was young . . ." and "My father never did as much for me as I'm doing for you, etc." Godfrey's appellation, "lazy spendthrift" is received with understanding.

Even in writing about school, when they are most on guard, they reveal their reactions to the people around them. The cruel side of the bad boys is bared when they are persuaded to be "frank" in their diaries. "Then I went to my next subject. I tried to think up some trouble for Mr. \*\*\*. All of the boys think up trouble and we drive him crazy. I'm almost sorry for the poor guy." A very well-behaved girl writes, "High school is so different from junior high school. The teachers are all young and lively, quite contrary to



those we had at junior high school. We have so many more liberties here, such as chewing gum." A boy who is in a co-educational school for the first time has had a new planet swim into his ken. "We also have girls here. I've become acquainted with some of them and I find them quite interesting."

Perhaps the most touching grasp of the bitter-sweet quality of life shines through the letter written by a "repeater." "How is school with you? Not so good I resume? When we were in camp we never gave school a thought. But time marches on and we must take the knocks as they come."

NORA S. TAUBMAN,  
Seward Park High School.

### "Law Is So Dull"

"Law is so dull", complained a student. "We spend the period writing notes; and the next day we are asked to recite those notes."

Other complaints were directed at the restriction of discussion and the incoherent succession of topics. Recollection of the procedure followed in a college and law school made it easy to understand those criticisms.

Is it the subject matter or the presentation that is dull? Here is one answer.

This lesson begins with a motivating case-problem presented the preceding day. As an illustration, the case might be one involving

a promise to pay a sum of money to a parent for changing his child's given name (Hamer vs. Sidway 124 N.Y.538; Babcock vs. Chase, 36 N.Y.S.879). Discussion follows the case, but the decision is suspended until the next meeting of the class.

Motivation is often more effective at the close rather than the beginning of a recitation. By allowing more time between the motivation and the lesson proper, a more thoughtful, more general response is provoked and an eager anticipation of the new lesson is aroused.

At the next session of the class, the students commence their work before the arrival of the teacher. One row of students writes legal principles on the blackboard. These rules of law are presented as a review of the preceding lesson. Meanwhile, the pupil-chairman for the day inspects the condition of the room. All this routine precedes the ringing of the bell.

Then each student reads his legal principle from the board. The statements are criticized by the group. Following the comment on the legal maxims, the class leader requests case-problems illustrating the application of any two rules. Other students are asked to apply the law. There are many variations of this procedure that are used in different lessons. Occasionally, the group leader will offer his own review questions

case-problems for solution. The final task of the chairman is to lead the discussion of the written homework of the preceding day.

With this apperceptive base completed, the class is led into the new lesson. A mnemonic is written on the board. It represents the six essential elements of a contract and serves as a general outline to indicate completed matter and future topics.

To introduce the element, "consideration," several case-problems are submitted. Such problems as the offer of a gift are included. The discussion leads to a general rule. Then the motivating case of the preceding lesson is repeated by a student for solution.

As the problems are discussed and the students extract the rules of law, they formulate their own notes. At other times, the notes are prepared at the conclusion of the lesson as the chairman returns to direct the summary. In response to his questions, an outline of the new principles is placed on the board. The knowledge thus acquired is applied to case-problems in the text-book.

Throughout the course of the lesson, the attitude of the group is that of a club in session. There is a free interchange of opinion, voluntary attention and sustained interest. The members of the group feel a responsibility for the organization and progress of the lesson. The duties of conducting

the review and writing the legal maxims on the board are rotating assignments that reach every student several times. This is the opinion of one of the pupils:

"Dull? No! I think law is one of the most interesting subjects I ever studied."

IRVING ROSENBLUM,  
F. K. Lane High School.

### How to be Charming

A course in how to be charming given in a city high school! Can that be possible? To those energetically opposed to frills and fads in high school this may sound like a new edition to the already existing list of subjects which have been the butt of a great deal of contention. However, in order not to mislead my credulous readers, I may say at the beginning that the course is an extra-curricular activity, open to upper grade girls at the Eastern District High School.

The organization assumes the imposing title of Personality Analysis and Fashion Studio. Its aim is to make the average high school girl more conscious of the importance of being well dressed, well groomed and well mannered, the sum total of which will result in a charming and attractive personality.

The organization came into being as a result of an announcement in the school paper and a one minute talk in the assembly on "club speakers' day". The first meeting



resulted in a record crowd of two hundred students who came to one of the largest rooms in the building. All came in search of that elusive quality about which they read in magazines and books. A short demonstration was given in which two students were used as models. The aim was to show how a slight change in the arrangement of the coiffures and the necklines of the dresses can bring out some hidden characteristic in a girl's general make-up. The students gasped with wonder. They began to question whether they too, under their curled hair were hiding a commendable quality of their personality which might better be expressed in a straight, well-brushed mannish bob. Did not one of the girls chosen for the demonstration hide her girlish gentle sweetness under a veneer of a Kay Francis manner and sophisticated clothes?

The girls inquired and sought out with the aid of mirrors the qualities of their true personalities to which their eyes had been blind through the years of admiring glances into the magic glass. They decided that they know little about their true selves and became conscious of the fact that there was a lot to learn. Their eyes were tickled.

We began to organize activities for the coming term. Committees were formed to solve the problems which became apparently obvious.

A bulletin board committee was organized to collect, mount, and post items of interest relating to problems of dress, grooming and etiquette on a board in the girls' gym so that all students will have an opportunity to read and discuss them.

A fashion folio committee took upon itself the task of organizing a loose-leaf book containing suggested fashions and coiffures for the different personality types. Students were invited to call at the "personality and fashion clinics" to have their cases diagnosed and proper treatment prescribed.

The correspondence committee consists of students who can make contact with professional authorities in the fields of cosmetics, etiquette, fashions, and so forth, and invite such speakers to general club meetings. They also send news items of club activities to school and local newspapers.

The models committee will help with the aid of department stores to organize a fashion show at which student models will display the correct clothes for the high school girl, chosen to suit the personality types and occasions which occur during a school term.

The enthusiastic turnouts of two hundred members at each meeting speak for the genuine interest which students have in themselves. The attitude of helpfulness prevails throughout. No one takes offense at criticisms which are given in the spirit of friendly cooperation. If

given the opportunity, they will strive to make of themselves what we should like them to be.

Thus the need of developing a charming personality, appearance and manners comes from within the student body through obvious comparisons between good and poor taste. We hope that soon there will be no need for pressure from the outside in the form of a teacher's remark—"Go out and wash that ugly smudge of red from your lips."

HARRIET S. ZUCKER.

Eastern District High School.

### Testing Skills in Business Training\*

The course in Elementary Business Training should be made as practical as the equipment of the school will permit. The syllabus calls for the acquisition of certain skills in the performance of simple business tasks. If, in our teaching, we have stressed these skills, we should be interested in evaluating the abilities of the students in the performance of these tasks. Most tests given in Business Training call only for information imparted to students. Below are shown some suggestions for testing the skills which the student should have acquired as a result of the study of "The File Clerk."

\* Part of an address given before the Commercial Section of the New York Society for the Experimental Study of Education, March 5, 1935.

### THE FILE CLERK

#### *Skills which the student should possess.*

1. To be able to place records away for future use quickly and correctly.

#### *Suggested Method of Testing for this Skill*

- 1.A. Students should be instructed to file returned homework sheets chronologically in loose leaf notebook or in folder. The teacher should examine notebooks at intervals to see whether sheets are arranged properly.
- B. Mimeograph a sheet containing the names, addresses, and businesses of twenty individuals. The students will write a card for each, and then file cards according to names. Each student should prepare a list of the names in the order in which he has filed them.
- C. The students may be asked to do the same exercise as in B with old program cards, old book-receipts, old homework sheets, or tests, etc.
- D. Some rooms are equipped with vertical files. Each student should have a homework folder. Ask one student to place collected homework in folders. Have another student check up on the work of the first.



### *Skill*

2. To be able to find records for reference when needed.

### *Test*

- 2.A. Ask students to remove and place on their desks homework sheets of February 9 and 16. (These sheets have been previously filed chronologically in notebook or in folder.)
- B. Ask students to look up certain topics in textbook by first referring to index. Ask students to jot down some fact about each topic. This exercise should be timed.
- C. Students have previously constructed a small box file. They have alphabetized some fifty cards. Each card contains the name, address, and business of an individual. Ask students to write the addresses or businesses of ten persons.
- D. Have students prepare a ledger for customers using a card system. Call for information shown on some of the cards.
- E. Have students look up telephone numbers, definitions of words in the dictionary or books in the library. Students should show information that they found, and the length of time that they spent in obtaining information.

### *Skill*

3. To be able to use the spindle file, the box file, and the vertical cabinet files.

### *Test*

- 3.A. Encourage students to use loose leaf notebooks for notes in all subjects. Mark arrangement of notebooks.

- B. Have students file newly prepared cards in their box files. Students can exchange work, and mark each other.

- C. If vertical cabinets are in room or in departmental office, have students file away homework, notices, or other materials. This will be an individual test.

- D. If a spindle file is available, have students place old bills and letters on spindle file, and then place in vertical file.

### *Skill*

4. To be able to use and construct an alphabetic, geographic, and subject file.

### *Test*

4. A. Have students prepare fifteen cards with Name, Business, and City on each.

1—Arrange cards according to name. Write on a separate sheet of paper a list of the names in order in which they were filed.

2—Arrange cards according to business. Write on a separate sheet of paper a list of the names in the order in which they were filed.

3—Arrange cards according to city. Write on a separate sheet of paper a list

of the names in the order in which they were filed.

- B. Have students look up and jot down phone numbers from the "Red Book", and the telephone directory.

### *Skill*

5. To be able to code material for filing.

### *Test*

- 5.A. Give students a mimeographed list of names. Let them indicate next to each how the name should be indexed.

- B. Give students a series of old letters. Let them indicate on a separate sheet of paper how each letter should be filed.

- C. A few letters may be mimeographed. Ask students to show how they would file each away.

### *Skill*

6. To be able to make and use cross reference cards and out cards.

### *Test*

- 6.A. Ask students to file in their box files one card or letter from two individuals. Have students prepare cross reference cards.

- B. Ask students to remove cards and prepare out cards.

NORMAN SEIDEN.

James Monroe High School.

### French Declamation Contests

A VERY simple and practical method of focusing attention on oral work and improving pro-

nunciation in French has been sponsored for several years in Erasmus Hall by the French Club. Once a year Declamation Contests are held, open to all students of French who are approved by their teachers as creditable candidates. Selections are chosen from short poems and anecdotes, an effort being made to avoid duplication. Awards are given to the best speaker representing each year of the French course, a bronze medal for the first year, a silver for the second, and gold medals for the third and fourth years. As there are a large number of candidates for each award, four separate contests are held, three teachers serving as judges at each contest.

The prizes are greatly coveted, and much hard work goes into the preparation. The contestants are usually assisted by their teachers in developing the correct pronunciation and expression. The judges consider pronunciation, intonation, expression, platform delivery, and memory, in reaching their decisions, which frequently require prolonged consideration and debate, so excellent are the candidates. No restriction is made as regards the native French, who are sometimes prize winners, but they are usually judged more severely than those who have not the advantage of hearing French at home.

Since these contests were inaugurated, a very marked improvement may be noticed in their quality. At



first it was often difficult for a judge to understand a selection unfamiliar to him. Now this rarely happens. Even in the first year, good pronunciation is the rule rather than the exception. And a great impetus has been furnished to improving spoken French which is felt throughout the work of the department.

AMY D. WILBUR.  
Erasmus Hall High School.

### Home Reading

In my sixth term English classes recently, each girl chose for home reading, from a prescribed list of ten books, one of the famous Victorian novels, such as *Lorna Doone*, *Vanity Fair*, *Les Misérables*. We found a plan for reporting on this reading which was very satisfying to the teacher, and to some, at any rate, of the pupils.

Each report consisted simply of passages selected from the book in question which especially appealed to the reader: bits of humor or pathos, apt phrases, beautiful descriptions, moralizing that struck home, examples of peculiar dialect, etc. I asked that the selections be varied in character and be distributed somewhat evenly through the book, and that a note be added to each passage giving the page on which it was found, and just a word in regard to the context. There was no hard and fast requirement as to the number of selections, but I remarked that I supposed no

one would have fewer than twelve or fifteen. No one did; and many had several times that number.

I think the girls lived with those books at the time and remembered them afterward as they had not done the others they read at home.

ELIZABETH COOK.  
Julia Richman High School.

### A Radical Change in Teaching the Spanish Radical-Changing Verb

For a long time dissatisfaction has existed with the traditional classification of the Spanish radical-changing verb with its lack of system and organization. This difficulty is particularly keen in the second year, where drill has to be relied upon exclusively for lack of device or plan for the pupil to keep before him.

Of course, no arrangement, however systematic, can be a substitute for repeated drill, but it can serve as an orientation point, and, if sufficiently brief and simple, can even be memorized by the student and referred to constantly in the first stages of his experience with these verbs.

This method is not intended for use in the first year, where verbs of this type are best taught as irregular. However, it can be used in the third term, preferably after the student is familiar with the forms of the subjunctive.

The teacher, grouping -ar and -er

verbs together, should explain that, whether the diphthong accompanying the verb be *ie* or *ue*, the same rules apply. He should write on the blackboard:

Changes take place in

-ar

1. Pres. Ind. except 1st and 2nd pl.

-er

2. Pres. Subj. except 1st and 2nd pl.

First drill should be held with this before the class, and it should be rewritten frequently during the progress of this unit of work.

The next type of verb to be taught, in this plan of development, is *pedir* or *servir*, but not *sentir* or *dormir*. The instructor should call the class's attention to the fact that the -ir verbs (i.e. *pedir*) take the same two changes (that is, change in the same forms) as those of the -ar and -er class above, and, in addition undergo a change in three other instances. Our augmented diagram is now as follows:

-ar

1. Pres. Ind. except 1st and 2nd pl.

-er

2. Pres. Subj. except 1st and 2nd pl.

-ir

3. Pres. Subj., 1st and 2nd pl.
4. Gerund
5. Preterit, 3rd sing. and pl.

After some drill, the teacher should point out that in the -ir

verb, the entire present subjunctive undergoes a change in root.

Not until the types *contar*, *perder*, and *pedir* have been mastered should *sentir* (ie-i) and *dormir* (ue-u) be touched. Written in this fashion, they can be taught in not much more than a sentence. "*Sentir* takes *ie* above the line and *i* below," or "*dormir* takes *ue* above the line and *u* below." Thus the troublesome type of radical-changing verb in the Spanish language will be more easily disposed of by this system.

This method is not to be construed as a substitute for drill, but it is decidedly an invaluable help. In fact, the pupils seem impressed by the very precision of the device and like it because it gives them something tangible to refer to.

The writer, although he has succeeded with the old plan, has found that, in his experience, this approach produces better results in less time.

LIONEL CHAGRIN  
Harlem Evening High School.

### Rules for the Characteristic of a Logarithm

The pupil who begins to use a logarithm table is frequently confused by a multiplicity of rules used to determine the characteristic of the logarithm of a number. If the number is more than unity, he is probably told that the characteristic is a number which is one less than the number of places to the



left of the decimal point. If the number is less than unity a new rule is usually devised that concerns itself with the number of zeros preceding the first figure not a zero. When, in order to discover the anti-logarithm, these rules are reversed, confusion results until the pupil adjusts himself by repeated drill to each new situation. Now there need be really only one rule for the characteristic of the logarithm of any number, and this one rule is easily reversed for the anti-logarithm because there is no "one more" or "one less" about it. Furthermore, this rule formulates the principle that underlies the use of logarithms to a common base. The principle may be stated briefly as follows: Any number may be expressed as

$$a(10)^n + b(10)^{n-1} + c(10)^{n-2} + c'(10)^2 + b'(10)^1 + a'(10)^0 + a''(10)^{-1} + a'''(10)^{-2} + \text{etc.}$$

To illustrate, the number 5342.15 means:

$$5(10)^3 + 3(10)^2 + 4(10)^1 + 2(10)^0 + 1(10)^{-1} + 5(10)^{-2}$$

Or, writing above each digit the power of ten represented:

$$\begin{array}{ccccccc} 3 & 2 & 1 & 0 & -1 & -2 \\ 5 & 3 & 4 & 2 & . & 1 & 5 \end{array}$$

Therefore 5342.15 is greater than the third power of ten but less than the fourth power, which is another way of saying that the characteristic of its logarithm is 3. Similarly the characteristic of the logarithm of 342 is 2. The character-

istic of the logarithm of .05 is -2. The rule may be stated as follows:

1. Write the number whose logarithm you wish to find.
2. Consider units' place as the "zero" place for characteristic.
3. Count from units' place to the first significant\* figure of a number. The figure which is the result of your "count" is the characteristic, positive if you have counted to the left, negative if you have counted to the right.

(a) To illustrate:

$$\begin{array}{cccc} & 3 & 2 & 1 & 0 \\ 4 & 1 & 3 & 5 & \end{array}$$

- (a) Find the log of 4 1 3 5. The figure 5 is in units' place; calling 5 the "zero" place and counting to the left, I find the characteristics to be 3; therefore the log of 4 1 3 5 is 3.+ mantissa.

$$\begin{array}{cccc} 0 & -1 & -2 & -3 & -4 \\ 0 & 0 & 0 & 0 & 2 \end{array}$$

- (b) Find the log of 0. 0 0 0 2. Counting from the units' place to the right, I find the first significant\* figure (2) to be in the fourth place to the right of units. Therefore, the characteristic of the log of 0.0002 is -4.

The rule for the antilog is easily derived. The rule might read as follows:

The characteristic of a log. tells in which place (to the right or left of units' place) the first signi-

ficant\* figure of the number belongs. If the characteristic is positive the first significant figure lies to the left of units, the number of places that are indicated by the characteristic. If the characteristic is negative, the first significant figure lies to the right of units the number of places that are indicated by the characteristic.

It is actually not necessary to formulate this rule; an understanding seems naturally to follow as a reversal of the rule for characteristic.

Again to illustrate:

- (a) If the *logarithm* of a number is 5.3010, then the first significant figure of the number.

is 5 places to the left of units place, since the mantissa .3010 corresponds to "2" the number whose log is 5.3010

$$\begin{array}{cccccc} 5 & 4 & 3 & 2 & 1 & 0 \\ 2 & 0 & 0 & 0 & 0 & 0 \end{array}$$

- (b) If the log. of a number is 5.3010, then the first significant figure is 5 places to the right of units' place.

Therefore the number whose

$$\begin{array}{cccccc} 0 & -1 & -2 & -3 & -4 & -5 \\ \text{log is } 5.3010 & \text{is } 0.0 & 0 & 0 & 0 & 2. \end{array}$$

\* Note: Throughout this discussion the term "significant figure" means any figure which is not zero.

ADOLPH A. LIPPE,  
Chairman Mathematics  
Department

Walton High School.

## EDUCATIONAL NOTES AND COMMENT

### Motion Pictures and Photoplay Guides

The approaching release of a number of new films of outstanding literary merit has led the Motion Picture Committee of the Department of Secondary Education of the National Education Association, to recommend the preparation of additional photoplay study guides of the type that has become increasingly popular with high school teachers and students in recent months.

On the basis of the Department's recommendations, Educational and Recreational Guides, Inc., of Newark, New Jersey, plans shortly to

publish study guides for the following pictures, under the general editorship of Max J. Herzberg, of the Weequahic High School, of Newark:

*Romeo and Juliet*—By William Shakespeare.

*A Tale of Two Cities*—Charles Dickens' stirring romance of the French Revolution.

*Mutiny on the Bounty*—A dramatic chapter of England's naval history by Charles Nordhoff and James Norman Hall.

*Ivanhoe*—By Sir Walter Scott.

*Captains Courageous*—Rudyard Kipling's well-known tale of high adventure.



*Knights of the Round Table*—A saga of the heroic days of King Arthur.

*Mary of Scotland*—Maxwell Anderson's famous stage drama brought to the screen.

*Marie Antoinette*—A dramatization of Stefan Zweig's arresting novel of French court life.

*Little Lord Fauntleroy*—Frances H. Burnett's ever popular story.

*Quality Street*—By Sir James Barrie.

*The Good Earth*—A unique presentation of Pearl S. Buck's widely read story of life in China.

These study guides are made available to high school students and teachers throughout the country on a subscription basis. Similar study guides have already been completed for four current photoplays, *Les Misérables*, *A Midsummer Night's Dream*, *The Last Days of Pompeii*, and *The Three Musketeers*.

The Motion Picture Committee of the Department of Secondary Education plans also to publish an appraisal of the educational value of these and other photoplays in current issues of *Secondary Education*, the official organ of the Department.

An increasing desire on the part of high school teachers to utilize the educational value of current entertainment pictures is reflected in the rapidly expanding use of study guides and in the number and prominence of the educators

who are taking an active part in their preparation.

### Motion Pictures of Interest to High School Students

RKO Radio Pictures announces the release to the theatres during the next six months of several productions that should be of interest to high school students and faculty, faculty.

As a sequel to his previous wild animal pictures, "Bring 'em Back Alive" and "Wild Cargo", Frank Buck will appear in "Fang and Claw" which was made during his latest expedition to the Malay States. This picture has been endorsed by the photoplay committee of the Department of Secondary Schools, National Education Association, and a school study guide written by Professor George G. Wood, head of the science department in the James Monroe High School, New York City, has been published for use in the schools, particularly the science departments, by the Educational and Recreational Guides, Inc., 125 Lincoln Avenue, Newark, N. J.

A chapter of American history is presented in "Annie Oakley", starring Barbara Stanwyck. This is a dramatization of events in the life of the world's most famous woman rifle shot who toured with Buffalo Bill's Wild West Show and played command performances before the crowned heads of Europe.

The famous story "His Majesty, Bunker Bean", by Harry Leon Wilson, will be presented with John Arledge in the title role.

Another Dickens story will reach the screen through RKO Radio with the production of "Little Dorrit", featuring Anne Shirley, who scored a hit in "Anne of Green Gables".

One of the most important picture of the year from this studio will be "Mary of Scotland", adapted from the play by Maxwell Anderson which was produced by the New York Theatre Guild. Katharine Hepburn will appear in the title role, and the picture will be directed by John Ford. Later Miss Hepburn will be seen in Sir James M. Barrie's "Quality Street".

Another picture directed by Ford will be "The Plough and the Stars", from the play by Sean O'Casey, which was played on the stage here by the Abbey Players of Dublin.

### The Selection of Coaches for Interschool Athletics in High School

The formative period of youth, the period of transition from boyhood to manhood is, in the majority of cases the time that a boy is attending high school. This is the time when not only his judgment and reasoning powers are developed, but his physical ability increases under proper guidance. At this time more than any other should

he be carefully watched and guided in his athletic and physical activities that he may develop his potential strength in the best possible manner, and grow into vigorous manhood. It is at this time that he should learn the necessity of proper conditioning for athletic events and be acquainted with the amount of training and exercise consistent with normal development.

The tendency of a boy at this period of his life is to overdo athletics and create a physical condition that will endanger his health and perhaps cause lasting injury to him throughout his entire life. For that reason he must be guided and controlled in his activities by someone versed in the effects of fatigue of the particular sport that he is engaged in.

As far as the intermural activities are concerned the members of the health education department are very well able to lead and direct the efforts of the pupils. It is in the interschool activities where there is a more intense rivalry, where there is a need for more strenuous effort, and where an extended period of intensive training is undertaken that the greatest care is necessary to develop the abilities of the contestants without injury to their physical well being.

It is customary to have a faculty adviser or coach for each sport conducted in the high schools, otherwise the sport cannot be car-



ried on. At the present time the selection of the faculty advisers or coaches is not always made on the basis of the ability of the individual to competently direct the particular activity engaged in, but any member of the teaching staff who will agree to take charge of a sport is given the supervision of that particular sport. His knowledge of that sport may be only superficial. He may be a member of the health education department, but frequently that is not the case. It often happens that a person with an adequate knowledge of one sport is given charge of another sport with which he is not familiar, and therein lies the danger of his overtraining and weakening the physical condition of the boys placed in his charge. No general method is used whereby his qualifications to coach that particular sport may be determined.

The time has come when this phase of physical education in the high schools must receive more attention than has been given to it in the past. No person should be given such an important work until he has proven that he has the ability and the proper background for such a responsible position.

This can be determined by holding examinations in each individual sport and by ascertaining by these examinations if a person is qualified to coach a particular sport.

Among the sports in the high schools that call for the expendi-

ture of a great deal of strength and energy and the putting forth of strenuous effort are football, soccer, basketball, cross country, track, skating, swimming and hockey. Although there is a difference of opinion as to the desirability of football for high school boys there is no doubt that, as that sport is the most strenuous of all the sports conducted in the high schools, coaches with a correct knowledge of the sport and a knowledge of its effects on the growth and health of the participants should be the only ones permitted to take charge of it. Yet no method is used to determine this ability on the part of the coach although the officials of this game must take an examination before they are allowed to officiate at the playing of the games between the various schools.

What applies to the coaches of football may apply to the coaches of other sports as well. Careful judgment on the part of qualified men is required so that no serious consequences result.

It is necessary that coaches keep up with the times. Education is continually in a state of change. This applies to athletics as well as to other branches of learning. There has been a great advance in the method of coaching in the last twenty years. Competition is keener and the results today far surpass those that were formerly obtained. Frequent meetings of coaches for interchange of ideas

and for the purpose of learning the latest ideas on the sport are essential for the success of any coach.

No coach should sacrifice the health or well being of a boy in order to win, and thereby win for himself a certain glory by the winning of a game or race. As athletics is becoming more and more a greater part of the health education program in the high schools it is essential that those who are to have charge of the various interschool activities should be selected with the greatest care. To win is desirable and when a sport is carried on in the proper manner is a laudable ambition, but to build up the boys of the school to be strong and healthy men and good citizens is the primary object of all athletics. Not alone is the physical welfare of the boy to be considered but also his mental, moral and social development. They should be given the greatest amount of consideration when boys are being trained in any line of athletic activity.

CHARLES J. CARPENTER,  
Bryant High School.

### "Building America"

Instead of plowing under corn and slaughtering hogs, this country must produce more food to give everyone enough to eat, according to the findings made public recently in the Food number of "Building America", the first of a series of

photographic studies of modern problems.

Tracing through pictures and graphs the striking progress that America has made in supplying the people with an abundance and variety of food, the study indicates that "for the first time in history, we can now live in an age of plenty for all." It portrays our vast resources for producing, processing, and distributing food, and indicates the problems to be solved if we are to use these resources to feed our population adequately.

Building America is a pioneer venture into the field of pictorial textbooks. It presents dramatically "the moving pageant of contemporary life in America" and vividly portrays the "achievements of our people in social, economic, and cultural fields."

About three-quarters of the page space of each study is devoted to photographs, charts, picture-graphs and maps. The photographs are so arranged that they alone develop a comprehensive story of the topic under treatment. Teachers' guides are available for issue.

In explaining the purpose of the new picture textbook, Dr. Men-denhall states:

"It is the intention of the editors to provide pertinent material in these issues for such subjects in the social studies as geography, history, economics, government and social problems. Building America pictorial studies are specifically de-



signed to meet teachers' needs for organized visual aids and to supply scientifically constructed studies of basic activities and important institutions of American life today.

"These publications will present the inspiring pictorial story of the positive achievements of American ingenuity and ideals. They will describe the present status as well as the inherent possibilities in our wealth, power and skill for improving the quality of American life, materially and culturally.

"The study units are constructed in a scholarly, scientific manner. The pictorial dramatizes the contemporary problems of American life, and makes the subject matter more meaningful, interesting and alive. Building America tries to make American youth and adults more sensitive to the problems which must be faced if the nation is to realize its great possibilities."

The plans for this project have been developed under the direction of the Society for Curriculum Study, a national organization of teachers and curriculum specialists.

Dr. James E. Mendenhall of Lincoln School, editor of the publication, asserts that picture studies are an answer to insistent and widespread demand of educators for a new type of visual text material that will present contemporary problems in dramatic form. Other issues, to follow monthly, include texts on Men and Machines,

Transportation, Health, Communication, Power, Recreation, and Youth Faces the World.

The editorial board of "Building America" consists of Dr. Paul R. Hanna, Stanford University, chairman; H. L. Caswell, George Peabody College; C. L. Cushman, Denver Public Schools; Edgar Dale, Ohio State University; Harold Hand, Stanford University; Claire Zyve, Principal, Fox Meadow School, Scarsdale; James E. Mendenhall, Editor; Paul E. Drost, Business Manager.

### A New Economics in the High Schools

A recent article in HIGH POINTS posed the question, "Is there a New Economics?" The question went unanswered, although by implication one was given to understand that "there is nothing new under the sun" in Economics as well as in the philosophy of Solomon.

It would be supererogatory for the present writer to reply in detail; so much has been written by recognized authorities in the field. But a reply does have its justification—first, to "clear the record" and second, to add the secondary school slant to the controversy.

It may be that there is no real disagreement between Mr. Crowley and myself. If he meant to say that the current trend in Economics has many points, even some vital ones, in common with the old theory, there can be no dispute. But if

that is what he meant, there was no need for his polemic, since no one would disagree with him on that score. We are constrained, then, to infer that he would have us understand that there is nothing fundamentally novel in the newer approach to Economics and certainly nothing superior.

Open one of the newer secondary school texts:

Atkins and Wubning's *Our Economic World*.

Corbett and Herschkowitz's *Modern Economics*.

Hill and Tugwell's *Our Economic Society and its Problems*, or Klein and Colvin's *Economic Problems of Today*.

You are struck at once with the novelty of the approach. The familiar categories, largely meaningless and uninviting to the new student, are conspicuously absent. In place of the time-honored Consumption, Production, Exchange, and Distribution, you find such eye-openers (and mind-openers) as "Present Levels of Living", "Raising the Levels of Living by Improving Methods of Production," and so forth.

Look more deeply and you find that it is not a matter of a rose by any other name. Taking at random the subject of distribution of income as an example, you search in vain for—or, at most, find a bare mention of—the marginal productivity theory, Ricardian rent, agio theory, and the rest of the gibber-

ish. In their place you get "Poverty in the Country", "Poverty in the City", "Comfort in the Country and the City", "Living in Riches", "The Problem of Distributing Income Wisely", "How Income is Distributed" and the like (Hill and Tugwell). To a very large extent, in place of pure theory, neatly reasoned principles, universal laws, you are confronted with the realism of life itself—facts, pictures of life (in photographs, descriptions, statistics). The principles are there too, but in secondary place, where they belong in a science that is concerned with living realities and whose traditional principles are by no means certainties. Note, for example, the incidental treatment of Ricardian rent in Klein and Colvin. It should be remarked, in passing, that even in the better of the old-type books the transition was already noticeable.

The difference in emphasis is so vast that it becomes a difference in kind. Mr. Crowley unconsciously evades the issue when he attempts to show the essential likeness between the newer and the older books by citing subjects that are treated in both. Thus, he says that "Slichter devotes over 100 pages to value." Two devastating facts rise from those 100-odd pages to smite the argument worthless. One is that Slichter discusses "price" and not "value"—not merely a change in word, I submit, but an omen



of realism. The other appears in the treatment of the subject. Marginal utility, for example, is there, but one will find it only after a microscopic search; the phrase itself is missing. On the other hand, the real world of price making is fully depicted and one need not spend many minutes to find it: chapter headings announce monopoly, custom, and public authority as well as competition, as the price-making forces.

In the "New Economics" vital current topics appear for the first time or are given a new emphasis, or a new slant especially in comparison with the former treatment in the secondary school texts. Examples: consumption, unequal distribution of income and wealth, labor.

One could go on indefinitely with these comparisons, but it is unnecessary to labor the point. If this is not a "New Economics", merely because there are similarities with the old, then teaching Dreiser and Lewis is not a "new English" because Milton and Addison also used the English language, and

the History of Beard, Becker, and Schlesinger is "old stuff" too.

Do these differences matter? Is the new treatment superior? Yes, indeed. We are getting a content that is more realistic, more meaningful, and therefore more interesting. Under the dispensation of the "New Economics" there is no longer the justification for the Carlylean charge that a parrot becomes an economist by learning to repeat "supply and demand." Words and phrases are no longer mere tools for syllogisms and disguised, question-begging apologetics for competitive individualism.

I began apologetically, and thus I end. Why bother to take up the cudgels in defense of this "New Economics"? Not only on intellectual grounds, arising from personal sympathy for the new ideas, but also for pedagogical reasons. At least we are beginning to get text books that we can work with, rather than struggle against. Pray, grant us this new-found freedom, our friends of the "classics"!

CHARLES COGEN,  
Grover Cleveland High School.

Enrollment in the Different Foreign Languages  
in Evening High Schools as of October 31, 1935

Languages	I	II	III	III	V	VI	VII	VIII	ADV.	Total
French	2,007	951	939	839	679	677	20	20	32	6,164
German	666	417	246	261	128	112	7	7	30	1,874
Italian	960	201	193	109	108	36			42	1,609
Latin	480	295	236	163	60	65	3	3		1,301
Spanish	2,231	1,002	809	632	246	287	17	17	104	5,241
Totals	6,344	2,866	2,423	2,004	1,221	1,177	47	47	104	16,239
Grand Totals:										
Modern Languages										14,928
Ancient Languages										1,301

## REVIEWS

**A History of English Literature**  
By Emile Legouis and Louis Cazamian. Macmillan (\$3.75).

Those familiar with the former two-volume edition of this work will welcome this new one-volume format, which is more compact, and much easier on the eyes.

Originally written for students in the French universities, this history ought to find its place on the shelves of all lovers of our literature. For what the authors have to say on English literature has point and substance of more than local significance. In a manner almost alien to the English mind, and with sensibilities sharpened and deepened by Gallic discipline, Messrs. Legouis and Cazamian have undertaken the never-ending task of illuminating and clarifying the stream of English literature. To this, they have brought scholarship of the highest order, perceptions of almost uncanny penetration, standards of great delicacy and scope, and minds attuned to the rhythms of national culture as revealed in the literature.

This is no dish of old, warmed-over thoughts and interpretations. It is a fresh and remarkably broad and acute attempt to synthesize the growth and development of English literature from its origins to date. It traces the subtle changes in national temper, and sees beyond the surface into the very

heart. There is little of the detailed maceration so common in most works of this kind. Dates and bibliographies are sedulously shunted aside for the more important matter of seeing men and times move in response to forces which they create, and which they perpetuate in their words.

If any criticism be possible (and we cannot think of any really damaging one) it is that at times the analyses are too heavily loaded with metaphysics of a very impalpable kind. The authors very often leave the reader gasping in the rarefied atmosphere of their fine-spun meditations. Fortunately, however, these probings do not very often become obscure.

The sweep and vigor of this engrossing narrative are, in the main, unimpeded. The reader, at all times, feels the impact of these two sensitive and well-disciplined minds grappling with the overwhelming problem of charting the psychological and cultural patterns of English literature.

Nor do the authors lose sight of the fact that literature, however divisible into movements and schools and rhythms, is, in the ultimate analysis, created by men and women of flesh and blood. Thus the Titans of our literature appear as full-bodied entities. Our understanding of their purposes and achievements is immeasurably



heightened by this vivid and incisive exploitation of the background against which they wrote, and the soil from which they drew their spiritual material and esthetic sustenance.

A. H. LASS.

**An Anthology of World Prose**  
Edited by Carl Van Doren. Reynald Hitchcock (\$3.50).

Even at this late date, we feel no qualms about lifting our voice in praise of Carl Van Doren's stupendous "Anthology of World Prose." We regret that our little bouquet must come so late. But no encomium, however belated or lavish, would be superfluous tribute to this work.

The volume runs to nearly 1600 pages, and over 1,100,000 words. It takes in literature from Lau Tzû to Thomas Wolfe. Practically all the great masters of English prose are represented, as well as translations of the best of other literatures.

Throughout, the catholic, impeccable taste of the editor is evident. No such anthology has yet been attempted within two covers. For many years to come, it promises to maintain its unique position among works of this nature. Of individual caprice and judgment in the choice of material, there is ample evidence. But Mr. Van Doren has made a conscientious effort to gather the best that has been thought and said from the

literatures of the world. In an ultimate sense, he was obviously doomed to failure from the start. But insofar as success is possible in one volume, Mr. Van Doren has achieved it, in a manner as yet unrivalled.

One thing can be said for this volume: It is readable; the type and format do not tire the eye. The matter is vibrant and alive. In his own words, Mr. Van Doren has "decided in the interest of writers who here and now speak with the universal authority of timeless words." For posterity, Mr. Van Doren has stored up the "precious life-blood of master spirits."

A. H. LASS.

#### **Your Telltale English**

By Sophie Hadida, G. P. Putnam's (\$2.00).

#### **The Command of Words**

By S. Stephenson Smith. Thos. Y. Crowell (\$2.50).

Your speech is you, Miss Hadida seems to be saying in her new and sprightly text, "Your Telltale English." And how to make your speech reflect your personality most favorably is the burden of her refrain. To the task of building a more correct, cultivated, and socially effective speech, Miss Hadida brings a life-time of experience in teaching adults throughout the country the various techniques she here expounds.

Frankly, this is no text for the

illiterate. It presupposes a rather high degree of intelligence, and even a suspicion of "cultchah," if you will. For Miss Hadida is interested in the niceties of good speech, rather than the bare fundamentals.

Miss Hadida's treatment of speech is not at all clinical. Unlike most speech texts, hers makes no mention of the mechanism of speech, no pseudo-scientific parade of linguistics, labials, or glottals. What Miss Hadida teaches or attempts to teach are correct habits, attitudes, and expressions. She does not, by any means, minimize the importance of voice quality, tonal modulation, and so forth. She is concerned primarily with the "what," rather than with the "how" of speech.

Those who have grown a little stale on pronunciation, whose vocabularies need brushing up, who need some hints on the gentle art of conversation, will find this little volume extremely helpful. Miss Hadida leans toward the purists and precisionists. But the reader will get much of value from her very illuminating suggestions, without necessarily going the whole hog.

Dr. Smith's "The Command of Words," a much meatier text than that of Miss Hadida, is a little more modest in its pretensions. He, too, has a chapter on "The Art of Conversation," "The After-Dinner Touch," but the bulk of the book

is taken up with the task of building a ready, sure, and wide vocabulary for whatever uses you may have in mind. Detailed instructions for using the dictionary, as well as practical exercises and games in this none too easy field, are a distinctive characteristic of this book. The chapters on "Word-Families and Word-Building," "Word Meanings—Past and Present," "The Fine Shades of Meaning—Synonyms," are particularly instructive and entertaining. Dr. Smith has realized how important the "fun" motive is in the learning process. And it is really fun, of a very challenging and profitable kind. There is nothing dusty or academic about the whole treatment. Dr. Smith, himself in love with words, manages to convey to the reader the romance and excitement inherent in word hunting and word mastery.

Slang, says Dr. Smith, striking very emphatically at the purists, has its uses. Those who vilify it and see no place for it in the language are pedants, and what is worse, inconsistent pedants, at that. He quotes many phrases which would at first blush be labelled "slang," and points out that the Oxford English Dictionary has admitted them to respectability. In defending the use of slang as proper in its place, and as the life-force, in a sense, of living and growing language, Dr. Smith is supported by authorities of no less



a stature than Kittredge, the Fowlers, and Logan Pearsall Smith of the beloved "Trivia." This chapter on slang makes most provocative and amusing reading. It ought to be made required reading for all those who are all too ready to damn any vivid colloquialism which transgresses arbitrary laws of language and logic.

A. H. LASS.

### Problems in Educational Sociology

By Charles L. Anspach and Wray H. Congdon. American Book Company (\$2.00).

If you are among the growing number who believe that the best type of teaching is possible only when the teacher sees himself, his subject, and his students as part of a great social drama in which each plays a vitally important part, then you will find this text on "Problems in Educational Sociology" of great interest. The authors believe that of all our social institutions, the school occupies the most pivotal position in our contemporary world. To the school, society must look for its leaders, for the perpetuation of its cultures and traditions, for the inspiration and impetus towards a new and better world. Believing this, they see the position of the educator as one involving tremendous obligations to society. The day has passed when it was possible to send out our teachers' colleges individ-

uals equipped with a course in statistics, educational psychology, and a smattering of specific methodology. Today, the educator must be in possession not only of these elementary skills, but of vast and penetrating insights into what is taking place in the world around him. Otherwise, his instruction inevitably loses touch with reality, and education in his hands fails to achieve its highest functions: The creation of a happy, balanced, forward-looking humanity, filled with a zeal to transmit the best of social heritage, and to make of life a fuller and more meaningful adventure for those who are to come.

This text reflects the feeling among educators the country over that our problems have not yet been solved, and that to prepare teachers to meet these uncertainties, one must equip them not so much with ready-made, neatly-fitting ideas, as with a conception of the complexities they face, and a knowledge of the instruments they must use to bring order out of chaos. Consequently, this volume consists of nothing more than the statement of approximately one hundred unsolved problems facing the educator in the modern school. Each section consists of an overview in which the authors define the problem, and crystallize the issues which it raises. Following this, the authors supply a specific case or situation in which the prin-

ciples previously stated are seen at work. It is the student's job to note how these principles function, and to discover for himself how they ought to function. In this manner, the whole burden is thrown on the student. He is given ample assistance in the solution, but nowhere is he supplied with a definite answer.

This procedure has certain very obvious virtues: It stimulates the student to think for himself; it develops a critical and inquiring intelligence, as well as the ability to sense the underlying issues in a specific situation.

On the other hand, one cannot help feeling that, to a degree, it imposes an unnecessary strain upon the student. In a field so vast and so sedulously exploited in recent years, certain provisional conclusions are at hand. These ought to be pointed out to the student as provisional, and not as final. It must not be forgotten that the student is destined within a short period to enter into these very situations. He will not be helped much if all he has is a knowledge of unsurmounted difficulties.

This one criticism aside, the volume offers much that is thought-provoking to the beginner, as well as to the veteran. We recommend this text to all supervisors, teachers, and administrators who are trying to see their educational lives as a whole, and who are eager

to discover just how they link up with the larger universe. Education in America need not despair while men like Drs. Anspach and Congdon continue to apply their intelligence to problems such as these.

A. H. LASS.

### Handbook of the Heavens

Edited by H. S. Bernhard, D. A. Bennett, H. S. Rice, with a preface by Prof. Harlow Shapley. Whittlesey House, New York. \$1.00.

We never knew much about the stars and their courses. Eddington and Jeans were always a little too much for us. All we ever got from their poetized astronomy was a mild mathematical massage, and the feeling that it was all so vast and mysterious. And so it was with great diffidence that we began to leaf through this new "Handbook of the Heavens."

The little blurb to the effect that, under the sponsorship of the American Museum of Natural History, this brochure was directed to amateurs did not comfort us. We had heard that before.

We stand here to confess that this handbook is everything it pretends to be. It is simple, concise, and clear. We are now able to look at the stars with some degree of intelligence. We know the meaning of asteroids, nebulae, planets, constellations. Some of the gaping lacunae in our concepts



of the physical universe have been filled in by reading this delightful volume.

We are not sure what it will do for you. But if you want to watch the heavens intelligently without the use of a telescope and a course in astro-physics, you will find this volume very profitable.

The book is chock-full of things you have always wanted to know about the heavens. What constellations are visible in the autumn, winter, spring and summer skies? (We blush to admit that we were not very vividly aware of the seasonal difference in the skies.) What are comets? Where do they come from? What are double stars? What causes meteor showers? The answer to these and many more questions are here in a very understandable form.

For those who want to go beyond mere star-gazing, the editors supply a few chapters on "Telescope Usage," "Asteroid Hunting," "Amateur Astronomical Hunting."

The editors are to be congratulated for bringing the heavens so close to earth.

A. H. LASS.

### Guidance at Work in a Large City School

The Second Annual Report of the Guidance Department of the Samuel J. Tilden High School, Brooklyn, New York, September, 1933-June, 1934. By Elsa G. Becker (High School Division, Board of Education, 500

Park Avenue, New York).

It is a pleasure to give notice in these columns to the very fine work that is being done at the Samuel J. Tilden High School, in the matter of guidance. This second annual report from the Guidance Department of Tilden is a summary of what a far-sighted educational policy can do, and is doing, to make guidance function more effectively and more broadly in the educational life of the child. Guidance is here conceived in its largest sense, as integrating all school and extra-school agencies in the interest of a more harmonious and richer life for every student. There is no exhibitionism here, no pompous parade of statistics, no vain-glorious viewing of achievements. The whole report is characterized by a fine humility, and a vivid apprehension of the complexity and importance of work accomplished and work yet to be done.

Under the guidance of Miss Elsa G. Becker and Dr. John M. Loughran, principal, the faculty and the student body of the school have been made guidance-conscious. The department, as organized at present, attempts to reach into every significant phase of the in-school and out-school life of the students. Organization and administration are conceived not as mere clerical routine, but as instruments for the efficient furthering of the education of the whole child. Furthermore, guidance as demon-

strated here is not merely remedial or corrective. It is not centered solely on patching up crippled lives and straightening warped minds; it is devoting itself to the more important task of preventing those maladjustments, social, intellectual and moral, from developing. Counselling here is more than a matter of adding term units and programming difficult cases; it is fundamentally a task of ordering human lives in an immensely complicated system, of bringing about a finer alignment between the inchoate and insistent desires of the students in a relatively obdurate and unyielding environment. It is a task requiring great tact, great sympathy, and sensitive judgment, as well as organization suitable to these needs, and yet not so top-heavy or mechanical that the individual is lost sight of in the very perfection of the instruments which seek to find him, or help him find himself.

Miss Becker and her committee are profoundly humble in the face of the difficulties they have yet to conquer. They are keenly aware of the new and more vexing problems that the depression and its attendant changes have laid at their door. More and more, guidance is coming to play a part in the lives of students hitherto left to their own devices or chance inspirations of teachers and indi-

vidual faculties. It is no longer possible or feasible to trust to such accidental procedures to take care of the pressing needs of the future. Some organization there must be within the system to provide for such groups as the specially gifted and the non-academic-minded. Apparently unrelated to the problem of education in a democracy, they have far-reaching implications. Failure to exploit their peculiar capacities and ameliorate the peculiar weaknesses means failure for education in America, in a very abysmal sense. The specially gifted will be the leaders of the future; the non-academic-minded, the great mass of followers. Upon the quality of the leadership, as well as upon those who must follow, rests the ultimate success of democracy. It is to the credit of the Guidance Department at Tilden that it is dedicating itself very consciously to the end of realizing through these special groups the highest purposes of democratic education.

It is almost gratuitous to offer any suggestion or emendation to a plan so carefully conceived and so meticulously carried out. Yet it seems to us that a profitable avenue of inquiry might lead to an attempt to discover specifically what the morale of our student body is today, as it faces the uncertainties of tomorrow. The largest part of the student body obviously does not come in contact with the Guidance Department, and yet it too has its



problems, vaguely, but significantly disturbing. Might not these be the subject for more intensive investigation in the future?

What has been done at Tilden can and ought to be duplicated in every high school in the city system. Certainly, there is no doubt that guidance has come to stay, both as a part of, and as an aid to education. Complete devotion to the interests of the child is hardly possible without some provisions similar to those described here. We congratulate Dr. Loughran, Miss Becker, and the Guidance Department of Tilden for this work.

A. H. LASS.

#### Barnard Beginnings

By Annie Nathan Meyer. Houghton, Mifflin (\$2.00).

It was in the early 80's that Annie Nathan became "filled with a passionate desire to go to college." The college woman, today a commonplace, was then a rarity, and almost a social pariah. The notion that women had either the intelligence or desire to live free lives had barely entered into the minds of the élite, to say nothing of the great common mass. Certainly, Columbia, then as now an intellectual Mecca, offered no great or visible encouragement to the rising tide of feminism. No facilities were available for the higher education of women. Only surreptitiously were they admitted

to lectures. And when, finally, some grudging recognition was accorded the demands of a small but vocal minority, women were allowed entrance, but with a rather queer proviso. Contact with professors was limited to two interviews, once in the autumn, and once in mid-winter. At these sacred meetings, the professor doled out required readings, and nothing more.

When Miss Nathan announced to her father that she had secretly prepared for and passed the entrance examinations, he announced with loving sadness, "You will never be married." But this paternal prophecy never fulfilled itself. Within a year, Miss Nathan was happily married to Dr. Alfred Meyer. The rest of her full and significant life was spent arousing public sentiment in favor of a college for women. Strangely enough, the trustees of Columbia were not hostile to this scheme, although they were set against a co-educational institution.

"Barnard Beginnings" is a sprightly good-humored record of Mrs. Meyer's undeviating devotion to this ideal of a woman's college, of her vision, tact, and charm, of her lavish sacrifices to a cause which at times seemed all but lost.

Fortunately for her and for the battle she was fighting, Mrs. Meyer did not stand entirely alone. Her friends, helpers, and well-wishers were many and influential.

This, however, in no way detracts from her immense labors of hand and heart. For, undoubtedly, she it was who carried to completion this scheme that was to prove so fruitful to American life and education.

No Horatio Alger saga this, but a simple, unadorned tale of one

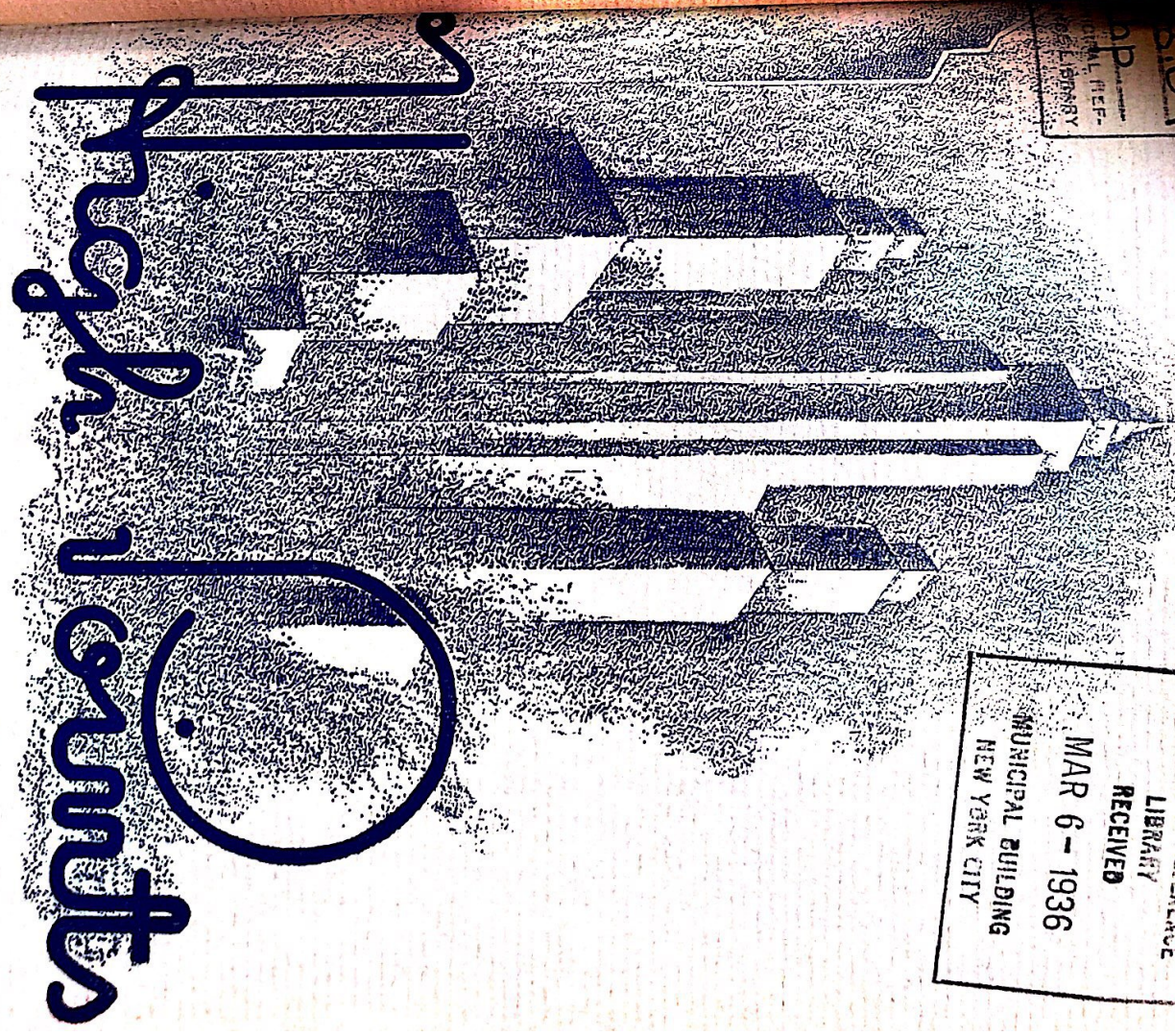
who saw a vision and did not rest until she had realized it. Certainly, the years have amply proved that Annie Nathan Meyer did not labor in vain. Her work has made life for American womanhood a richer and deeper adventure.

A. H. LASS.



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IN THE WORK OF THE  
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## TEACHING FOR THE ULTIMATE OBJECTIVES IN THE SOCIAL STUDIES\*

TODAY we are a long way from the time-honored, dull turning of page after page of the textbook in the unfolding of the history lesson; perhaps today we teachers and our protégés are less textbook-minded than ever before in the history of our modern educational system; perhaps no longer may a supervisor witness the sight of a measured, routinized, yet painful, repetition of page content and conclusions in a classroom stagnant with an atmosphere of formality and devoid of the essence of life. Yet, despite the air of freshness and the spirit of inquiry that today pervade our domain; despite our emphasis on outside reading, it cannot be gainsaid that the basic work in each class centers around the textbook.

We readily recognize the difficulties that confront the teacher who sincerely attempts to alter the pedagogical practices of yesterday: the supervisor may be insistent, demand immediate results, be "old-fashioned"; the lack of adequate physical facilities, such as a history workshop and library—necessary

\*This is the seventh in a series of articles designed to show specifically how the classroom teacher attempts to realize the objectives of history teaching.

—SAMUEL STEINBERG,  
Associate Editor.

tools without which it is despairing to essay pedagogical reform; and numerous bogies that may be generally listed as rigidity of curriculum, lack of time, heterogeneous student bodies or Regents' examinations.

Yet the mere consideration of the educational product turned out of our schools amidst a world of diverse and conflicting forces imposes a realization of how socially unprepared our youngsters are. Of what value is social science teaching if the student cannot successfully evaluate the aims and motives of society's various interests, if he cannot distinguish demagoguery from reality and becomes a prey to every unhealthy social force? Certainly in such an instance Democracy is not being served. Need we labor the point that lessons centered on the textbook do not afford the students an opportunity to work cooperatively in groups—training which the laboratory method does provide? Social science teachers are well aware of the dangers to democratic society today in a socially underdeveloped citizenry. Let History serve as a mighty weapon in forging a stable and socially alert body of citizens!

But if our educational product is to be different, so must our peda-



gogy be different. We must break the textbook-hypnosis that circumscribes the history lesson—and it is possible to do so despite the admitted difficulties. We must present the students with facts—all facts, opinions—all opinions. We must provoke discussion, evaluate motives and aims and reach conclusions where such may reasonably be reached.

Let the above exhortations not be misconstrued: the textbook is valuable—in its proper place—but it is of secondary importance in a history lesson, and should take its place as an occasional source of reference along with other works such as the Encyclopedia, and so forth. We must note, however, that where the textbook yields vital and significant content (written and graphic) for the solution of problems it should be employed. Here, its use and limitation must be left to the individual teacher.

Of course, the problem of what facts should be presented for evaluation will arise. We can only say that those chosen should be the most plausible, historically realistic and in accord with the works of the outstanding historical scholars. In the following unit (and lesson plan) the theme of Charles A. Beard's "Rise of American Civilization" was taken as a guide. It has been developed over a period of several terms of work in the classroom and found highly provocative and useful; it was created

through the desire to supplant the textbook and was suggested by a similar project undertaken by Messrs. Steinberg and Schuker, which appeared in *HIGH POINTS* some time ago (September, 1932).

#### *General Aim of the Lesson*

To develop the causes of the Civil War in order to provide an understanding of the bases of historical movements.

#### *Specific Aims of the Lesson*

1. To enable the students to collate and interpret social science data.
2. To develop in the students an ability to discriminate between historical facts and opinions; to differentiate reality from demagoguery.
3. To give students an understanding of the currents of the historical process.
4. To enable the students to synthesize and formulate integrated and reasoned conclusions in the field of social science; and
5. To train the students to work coöperatively in groups.

#### *Type of Recitation*

The laboratory problem-method is best used for the realization of the foregoing objectives. Information not given in the mimeographed sheets may be found in the textbook or in any other media generally found most suitable by the teacher.

Oral class reports are urged to elaborate and clarify specific problems.

#### *Procedure*

The class is given a preview of the subject by the teacher. Here pertinent texts and a bibliography are recommended to the students. Reports are assigned to individual students who must be ready to discuss their topics before the class at an appointed time. Several students may co-operate on individual reports or projects. The mimeographed material is given the class to work on for part of the class period. Library books should be made available to the students while this is being done. Oral reports relating to the topics and a discussion of these by the students should follow. Time should be allowed for medial and cumulative summaries in addition to the final summary.

#### *Time*

Although this unit is divided into ten lessons, the nature of the work might delay completion in ten days. The individual teacher should then decide what to emphasize in order not to delay the other and necessary work of the course.

#### *Materials used*

1. Mimeographed sheets containing the following data.
2. The following bibliography:

- ADAMS, J. T.: *The Epic of America's Tragedy*.  
 BEARD, C. A. and M. R.: *The Rise of American Civilization*.  
 COLE, C. A.: *The Irrepressible Conflict*.  
 CRAVEN, AVERY: Edmund Ruffin.  
 DODD, W. E.: *The Cotton Kingdom*.  
 HIBBEN, PAXTON: Henry Ward Beecher.  
 HUBERMAN, LEO: *We, the People*.  
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#### *THE CAUSES OF THE CIVIL WAR*

##### *I. The Coming of Sectionalism*

"Gradually the strength of the opposing current of sectional interests increased until it stopped and turned back the tide of nationalism." (Muzzey)

A. Explain the above statement.

1. To what period in American history does it refer?
2. Name the sections referred to.

B. On the basis of the following examples, what seems to be the relationship between the



East and the West around 1820-1840?

1. In the election of 1828, one Easterner offered to pay \$2.50 for pork if Jackson lost, \$1.50 if he won. Why the difference in prices?
2. At Jackson's inauguration, Webster wrote: "I never saw such a crowd here before. Persons have come 500 miles to see General Jackson and they really seem to think that the country is rescued from some dreadful danger."
  - a. Where did these people come from?
  - b. What was the "dreadful danger"?
  - c. How could Jackson avert this danger?
3. In 1832, Biddle, president of the 2nd U. S. Bank, wrote to a friend: "This worthy President thinks that because he has scalped Indians and imprisoned judges, he is to have his way with the Bank. He is mistaken."
  - a. What President?
  - b. From what section might Biddle have come?
  - c. Describe the attitude of Biddle towards this President.

C. How do the following facts throw light on why the East and West were antagonistic between 1820-1840?

1. "In that year 1816 more than 900 boats floated down the Ohio carrying 18,000 men, women and children, and 12,000 horses, sheep and cattle, and 650 wagons."

Birbeck, a European traveler in America, wrote in 1817: "Old America seems to be breaking up and moving Westward. We are seldom out of sight, as we travel this grand track toward the Ohio, of family groups behind and before us."
2. Around this time Timothy Flint wrote: "Our dwellings, our schoolhouses, and churches will have mouldered to ruins, our graveyards will be overrun with shruboak; and here and there a wretched hermit, true to his paternal soil, to tell the tale of other times."
  - a. What is the connection between the statements found in '1' and '2' above?
  - b. What is the connection between the above statements and the following: "In 1830

Senator Foote of Connecticut offered a resolution which proposed to stop the survey of public lands and limit the sales to those already in the market." This was ably defended by Webster of Massachusetts and attacked by Hayne of South Carolina in the famous Webster-Hayne debate.

1. Why was this resolution introduced?
2. How would this cause ill feeling between the sections involved?
3. a. By 1821, defaulted payments on Western land amounted to \$21 million.
  - b. Adams writes: "Default became general. Nearly a third of the land originally contracted for was given up, and speaking generally, the entire West was in debt to the East."
  - c. In 1831, most of the stock of the U. S. Bank was owned by the inhabitants of Pennsylvania, South Carolina, Maryland, New York, Massachusetts — practically no stock was owned by Westerners.

1. Why can you say that the West paid tribute to the East?
2. How might this lead to enmity between the two sections — especially during a period of default?

4. In April, 1848, an article in the New England Magazine contained the following: "But as soon as Ohio and Michigan began to produce wheat in quantities greatly exceeding their own consumption, and were able to deliver in Buffalo several million bushels annually, the value of these (New York) lands began to decline."

—How would a New York farmer feel towards a Western farmer? Why?

5. Timothy Dwight, President of Yale, wrote of the Westerners: "They are not fit to live in regular society. They are too idle, too talkative, too passionate, too prodigal, and too shiftless to acquire either property or character. They are impatient at the restraints of law, religion, or morality; grumble about the



taxes by which rulers, ministers, and schoolmasters are supported and complain incessantly, as well as bitterly, of the extortions of mechanics, farmers, merchants and physicians, to whom they are always indebted."

- a. Discuss the attitude of Dwight toward the West. What section does he represent?
- b. What economic group might applaud his attitude? Why?

*Summary question:* Discuss the attitudes of the East and West towards each other at about 1840.

## II. Early Sectional Alignments

On the other side, we have the following statement made by Valandigham, a Western Congressman: "The planting South was the natural ally of the democracy . . . of the West."

How do the following facts account for the friendliness between the West and South?

- A. The main food of the negro was corn and pork.
- B. Stephen Douglas wrote the following in regard to immigration to Illinois prior to 1830: "The fact is that the people of the territory of Illinois, when it was a territory, were about all from the

southern states, particularly from Kentucky and Tennessee. The southern end of the state was the only part at first settled. . . . The northern part . . . was then in the possession of the Indians and so were northern Indiana and northern Ohio; and a Yankee could not get to Illinois at all, unless he passed through Virginia and over into Tennessee and Kentucky."

F. J. Turner writes in his "Colonization of the West": "The Illinois legislature of 1833 contained 58 representatives from the South (including Kentucky and Tennessee), 19 from the middle states and only 4 from New England."

- C. In reference to Senator Foote's resolution (mentioned before), Hayne was a Senator from South Carolina.

1. According to these statements, who had settled the West first?
2. Why had they been able to do so?
3. Why hadn't New Englanders been as successful?
4. On basis of above, account for Hayne's opposition to Foote's resolution?

- D. William E. Dodd makes the following statement: "The second alliance of the South and West had been effected, and the 'people' had come to power a second time, only the West was now the dominant element. How would the West and the 'people' use their power?"

1. Why does he call it the "second alliance"?
2. What were the causes for this "second alliance"?
3. What event marked the advent of the "people" to power a second time?
4. In view of the alliance, what legislation might you expect?

*Summary question:* Describe the conditions that brought the West and South together at about 1840?

## III. The Conflict between Cotton Culture and Growing Industry

"In the twenty years immediately following the War of 1812 forces were evolving, institutions arising and changing . . . It was essentially a time of realignment of interests, and of changes in social attitude." (Simons)

### A. The South

1. There was a growing anti-slavery sentiment led by such men as Jefferson and Washington around

1790-1800. On what basis were Jefferson and Washington in the anti-slavery ranks?

2. Between 1790-1800 over 10,000 negroes were freed in Virginia. Why?
3. Consider the following: "In the closing year of Washington's administration an epoch-making invention had appeared that wrought a revolution throughout a broad section of the country . . . It wiped out, almost in a day, the glimmering sentiment for abolition . . ." (Simons)

Cotton Crop	In millions of lbs.
1791	2
1821	117
1826	180
1834	457

- a. What invention?
- b. On the basis of the above figures what revolution was wrought?
- c. In what section had this "glimmering sentiment for abolition" been wiped out?
- d. What might have been the reasons for the change in sentiment?
4. Study the following table:



	<i>Value of All Products in South</i>	<i>Value of Cotton</i>
1800	\$ 14 million	\$ 5 million
1810	28 "	15 "
1820	38 "	26 "
1830	45 "	34 "
1840	92 "	75 "
1850	130 "	101 "
1851	165 "	137 "

- a. What conclusion can you draw from the above table?
- b. Refer to 3 (d) above... What "commodity" other than cotton might become proportionately valuable in the South?
5. Consider the following:  
1850: United States exports, \$203 million.  
Southern exports, 119 million.  
1860: United States exports, \$333 million.  
Cotton exports, 191 million.

Senator Hammond wrote to a friend in April 1860; "I firmly believe that the slaveholding South is now the controlling power of the world—that no other power would face us in hostility. This will be demonstrated if we come to the ultimate—cotton, rice, tobacco and naval stores command the world; and we have sense enough to know it

—The North without us would be a motherless calf, bleating about, and die of starvation."

- a. Keeping in mind the previous facts (3 and 4 above) why might Hammond say this?
- b. What did the Southerners imply by the statement "Cotton is King"?
6. Charles Dickens traveling in the South in 1842 made the following observation: "The soil is exhausted by the system of employing a great amount of slave labor, in forcing crops without bettering the land; and it is now little better than a sandy desert overgrown with trees."
  - a. What caused the exhaustion of soil in the South?
  - b. Why could Randolph, a leading Virginian say: "If the slaves did not run away from their masters, the masters would have to run away from their slaves"?
  - c. How do the following figures indicate what steps were taken by the southern planters to overcome the situation

described by Dickens: (Refer to map)

Up to 1820, half of the cotton grown in the U. S. was grown in Georgia and South Carolina.

1850—Alabama was first, then Georgia, Mississippi and South Carolina.

1860 — Mississippi, Alabama, Louisiana raised over half of the cotton.

#### B. The North

1. In the early days of our republic, the great money-making occupation of New England was commerce: In 1797, one ship went around the world on an investment of \$8,000 and brought in \$120,000 profit. In the Boston "Yankee" of November 4, 1819, the following appeared: "New evidence rises everyday to prove that we cannot entirely be a commercial people. The prosperity of the United States is bottomed upon the success of manufactures, which begin to excite interest in proportion to the decline of commerce."

a. What economic trend

in the North is shown by a comparison of these statements?

- b. When did this change occur? Why?
- c. What argument for this change is shown in the statement of Henry Clay made in 1820: "Dame commerce is a flirting, flippant, noisy jade and if we are governed by her fantasies, we shall never put off the muslins of India and the cloths of Europe."

2. The following figures show the industrial development in the North:

#### Textile Industry

<i>Year</i>	<i>Number of Spindles</i>
1830	1,246,000
1840	2,283,000
1850	4,000,000
1860	5,000,000

#### Iron Production

<i>Year</i>	<i>Tons</i>
1810	54,000
1830	165,000
1840	287,000
1850	564,000
1860	821,000

#### Value of Products Produced in Factories (in dollars)

1840	\$ 483,000,000
1850	1,000,000,000
1860	1,885,000,000



### Capital Invested in Manufacturing

1820	\$	50,000,000
1860	.	1,000,000,000

- How can you account for such a tremendous industrial development?
- Between 1840-1850 we have the invention of the telegraph. How would this help business?
- In 1845, it cost \$.25 to send a letter from New York City to Pittsburg; in 1846 the postal rates became \$.03 anywhere. How would this aid industrial development?
- On the basis of the above figures of textile and iron productivity, why might the North begin to demand a high tariff?

*Summary question:* What possible source of conflict may arise because of the different economic development of the North and South? Explain fully.

### IV The Realignment of Sections Review

The several decades preceding the Civil War were essentially an era of shifting sectional alliances — each alliance brought about by changing

conditions and each destined to influence the course of American history greatly.

- What alliance was in existence around 1840?
  - What were the conditions that caused this alliance?
- A. In the sweep of things the Old Northwest was assimilated more and more to the economy and culture of the Northeast, the two sections drawing closer together every day in bands of steel and gold." (Beard)
- How might the industrial development of the North  
a. loosen the ties between the South and West?  
b. unite in closer bonds the West and North?
  - In 1847, a southern writer in De Bow's Review declared: "A contest has been going on between the North and South, not limited to slavery or no slavery—to abolition or no abolition, nor to the politics of either whigs or democrats as such, but a contest for the wealth and commerce of the great valley of the Mississippi—a contest tendered by our Northern brethren, whether the growing commerce of the great

West shall be thrown upon New Orleans or given to the Atlantic cities."

- What sections are the contestants?
  - According to the quotation, what were the rewards of the contest?
3. Somewhat later the following also appeared in De Bow's Review: "What is New Orleans now? Where are her dreams of greatness and glory? Whilst she slept, an enemy has crept in, armed with energy, enterprise and an indomitable spirit. That enemy, by a system of bold, vigorous and sustained efforts, has succeeded in reversing the very laws of nature . . . and rolled back the mighty tide of the Mississippi River and the thousand tributary streams, until their mouth practically and commercially is more at New York or Boston, than at New Orleans."
- What section won the contest referred to 2 above?
  - According to the above statement what two sections are now bound

together by economic bonds?

- How were such bonds "reversing the very laws of nature"?
4. Report on Internal Commerce of the United States: 50th Congress—1st session—House Executive Documents: "The Mississippi carried a much larger tonnage but a far smaller percentage of the total traffic of the valley. The loss was most marked in Western products. Forty years before, these had constituted 58% of the total receipts at New Orleans. In 1859-1860, they had fallen to 23%, although in that period the West had made the greatest increase in population and production."
- "At Cincinnati a large portion of the flour and grain that had been formerly sent down the river travelled either up it to Pittsburg or went direct by rail to New York, or by Canal to Cleveland... In the 20 years between 1840 and 1860, during which the competition of river and rail had been inaugurated, the production of the Mississippi



Valley had increased far more rapidly than the receipts at New Orleans. The river traffic had increased in the aggregate, but lost relatively."

- a. Discuss the connection between these official Government reports and the statement in De Bow's Review above.
  - b. What mechanical factor explains the commercial decline of New Orleans?
  - c. What cities have now assumed commercial supremacy?
5. a. It is estimated that by 1860, \$500 millions had been spent "to change the direction of the Mississippi."
1. What is meant by "changing the direction of the Mississippi?"
  2. Why was this done?
- b. "The economic results, flowing from this network of transportation, were startling in range and intensity." (Beard) —What economic results?
- c. Read the following statement by De Bow in 1851: "New Or-

leans in every period of her history has been the emporium of the West. New Orleans will only give up that distinction after the most herculean struggles have exhausted her energy. The sceptre has not yet departed, and if her citizens are true to themselves, the sceptre has not yet departed, and if her citizens are true to themselves, the sceptre shall not depart."

1. (Use transportation map of 1840-1850 period). In what direction do the railroads mainly run? The canals?
2. Study the following figures:  

Railroad mileage	
1860	
South —	9,500
West —	9,500
North —	11,000
3. Was De Bow correct in his prediction? Explain.
4. Why might the South find it difficult to build railroads?
6. What is meant by "bands of steel"?
  - a. What sections had been

bound by "bands of steel"?

b. How did this benefit these sections?

B. What is the significance of the following figures and statements:

1. Wool used by American Mills  
 1840 — 45 million lbs.  
 1850 — 71 million lbs.  
 1860 — 85 million lbs.

2. Around 1840, New England began to import flour and corn.

3. In 1815 there were 208 banks in the U. S.—chiefly in the North. In 1833 there were 502 banks—414 in the North. The East had 2/3 of the bank capital.

New York City had twice as much money on deposit in banks as all of the Southern States together. In 1850 the South had only \$20 million in banks.

- a. What could the North give the West that the South could not?
- b. Why did the South have so little money on hand?
4. In 1850, a leading Southern economist sadly commented: "These moneyed

facilities enable the packer, miller, and speculator to hold on to their produce until the opening of navigation in the spring, and they are no longer obliged, as formerly, to hurry off their shipments during the winter, by way of New Orleans, in order to realize funds by drafts on their shipments. The banking facilities of the East are doing as much to draw from us as the canals and railways which eastern capital is constructing."

- a. Why is the Southern economist disappointed?
- b. What is meant by "bands of gold"?
- c. What were the "bands of gold" doing to the economic relationship of the South and West?

C. What is significant about the following figures as far as the relation between the North and West are concerned?

Immigration (approximately)

1820-1840 750,000

1840-1860 4,250,000

—Where were immigrants going? Why?

D. And so old hatreds were for-



gotten, for now the North could offer the West a substantial dowry in offer of marriage.

1. What old hatreds were forgotten?
2. What dowry could and did the North offer?

Summary question: Show how

the antagonism of the North and West gave way to bonds of friendship?

*(To be concluded in the next issue.)*

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## ADOLESCENCE AND RESPECTABILITY

IT seems to be a general law that the individuals who are the most creative and alive are the least respectable. From St. Augustine to Edna St. Vincent Millay, our religious leaders, poets and artists seem to have had one thing in common—they were not respectable. Some of them, as they grew old and tired, got piety and morals, but even staid old gentlemen, like Wordsworth, seem always to have had their moments. When it comes to the biographies of such worthies as Burns and Marlowe, Shelley and Whitman, it makes one wonder how our fathers ever permitted their work to be read in classrooms. The more one reads about people important enough to be biographed, the more one is forced to the conclusion—to use statistical jargon—that there is a high, a very high correlation between first-rateness and unrespectability. In one of the best known and least understood of stories, the main point is that the wild young

prodigal son is closer to salvation than his respectable, industrious, thrifty brother. There is plenty of evidence from history and psychology that the merely good men have been responsible for a great deal of evil, from Pontius Pilate down.

We school teachers are proverbially respectable, and maybe it is a good thing, in spite of the dullness. Be that as it may, we might as well realize that adolescents, that is, all but the congenitally anemic, never accept the world as it is, and the less an individual is inclined to accept the world as it is, the less respectable he becomes. It has occurred to me more than once since I have been consulting with adolescents and their parents, that the lad who most needs the attention of the psychologist, is the super-respectable individual who, from fourteen to twenty-two, thinks all his mentors are founts of wisdom, does his lessons conscientiously every day, never questions rules

and comes to school, and comes early, even on beautiful spring days. He is neurotic.

To illustrate: John Smith, with normal capacity to do academic work, finds the urge to "go on a hook" every now and then, especially on fine spring and autumn days, irresistible. He goes on a hook. Father gets the absentee postcard before John does and there is the devil to pay. Father consults with the attendance office. John is called on the carpet and waxes defiant or tearful according to the amount of courage he has preserved. Everybody gets angry and John ends by really loathing school. Someone labels him "mal-adjusted" and he becomes a case for the psychologist.

Peter Jones never has the courage to play truant; his elders have him frightened to death. Instead, he suffers from chronic headaches, "doesn't feel well", is absent more often than John Smith, but always brings a nice note next day from his mamma. Obviously, his respectable means of avoiding his responsibilities are far more unhealthy and far more indicative of real "maladjustment".

Certainly, John Smith, so far as the term as a whole is concerned, may well be better off (and so may his teachers) for his occasional rebellion. If there is a teacher who, sometime in May, does not feel strongly the urge to do almost anything except go through the

school day, he can throw the first stone. Besides, Johnny gets no salary check.

We people engaged in psychological guidance work find ourselves hampered more often by the super-respectable parents and teachers than by the unrespectable. There are homes where the ordinary symptoms of adolescent growing pains are looked upon as mortal sins. Some parents say, "My boy smokes cigarettes" or, "My boy spends all his time with the worst sort of girls" (take "worst" with many grains of salt), in a tone appropriate for announcing the boy's suicide. We have all heard teachers talking about a boy's copying in an examination in the manner of old maid aunts discussing the family black sheep who ran off with an actress to "live in sin". The all important point about these adolescent growing pains that make boys and girls from fourteen to twenty-two go in for all kinds of crazy behavior, is that the adolescent who does not have them, *does not grow*.

One pair of parents whom I interviewed rather frequently were so upset about discovering that their son had actually gone to a pool parlor that they heightened his pleasure in going there immensely. After all, if playing pool in a place like that is so sinful and wicked as to give parents heart failure, it becomes positively alluring. The boy, in question, was intelligent and his



"criminal" tendencies had not interfered with his doing excellent school work. His interest in pool parlors began to wane when I casually informed him that I used to hang out in pool parlors all the time. "Kind of dull, after a while, though," I added.

To many adolescents, potentially upright, respectable citizens, certain behavior is made inviting by the knowledge that it shocks the scoutmaster, minister and school teacher. We all remember college lecturers whose respectable platitudes about the clean and wholesome life made it morally obligatory for every self-respecting sophomore to get pie-eyed.

In classrooms all over the land, alongside of the lad whom we label "maladjusted" or "delinquent" because he raises Cain and does not respect his elders (how many of his elders do you respect?), sits the respectable, "shy" individual "who never gives his parents or teachers a bit of trouble", but dreams dreams that make the delinquent's behavior comparatively innocent!—positively cherubic. I have not come across any potential Dillingers or Dutch Schultzes as yet, but I have come across scores of docile, well-adjusted, good boys who are morbidly maladjusted to any reality harsher than that of admiring parents and teachers. A major aim of education, one sometimes feels, is to raise a generation that will give their elders all sorts of trouble.

Super-docility is a morbid symptom in a world like ours for all who retain any faith in social improvement.

One of the mentally unhealthiest cases we ever had was the pride of his teachers. He had the highest marks; he was obedient, respectful and "eager to serve"; he was well dressed and handsome. He was a psychological mess whose symptoms can not be described in respectable articles like this. Occasionally, schools and homes, being what they are, the perfect adjustment of an adolescent to his environment is like that of a canary to his cage. The realities of open spaces kill him. On the other hand, every school psychologist has had cases of apparently incurably rebellious students, especially among the juniors and seniors, whose difficulties faded into thin air when they got themselves some sort of a job and continued their high school work in a more adult environment at night.

The mere word "maladjusted" means nothing until we know the sources, social and individual, of the maladjustment. In one sense of the word, when we look at the world around us in this year of our Lord 1936, only morons would be well "adjusted".

One of our largest department stores found that the most inefficient and grumpy of their cashiers had the highest general intelligence, so they gave her work of a more

complicated and less monotonous sort. Her efficiency increased. I have heard that the B.M.T. sees to it that the chap who presses the buttons to open and close doors all day, is not gifted with too high a capacity for philosophical pursuits. There is such a thing as being too fit to survive in some environments, and school is one of them. Schools are built around the average student, and though we talk and write a great deal about individual instruction, there is not going to be very much of it with present pupil loads.

Let us face the simple fact, therefore, that, in general, adolescent rebellion and unrespectability are, as often as not, symptoms of the growing pains that the potentially most desirable members of society are apt to suffer. It really is not difficult to distinguish between adolescent storm and stress and morbid addiction to unhealthy habits, between mere unrespectable aberrations and depravity, between neurotic incapacity to face life as it must be lived and the normal adolescent yen to rebel, to become independent. Plainly, there are many people of all ages who would be actually progressing in mental health if they defied authority occasionally, as there are many who would begin to mature if they gave up the naughty tantrums which make them feel like George Washington.

The overt behavior means nothing.

Like a sore on the lip, it may be a symptom of a serious disease or of what may turn out to be a very trivial disorder, not even needing the attention of a doctor. John and Isidore and Pasquale may all be late fifteen times a term. John may have so low a capacity for school work that he can not endure it; Isidore may have an academic mind that makes a whole term spent on two or three textbooks fearfully boring, and Pasquale may often be kept awake all night by the riotous parties that his divorced mother throws. A fourth boy may be an embryo artist. You can not do anything with him. There is maladjustment and maladjustment, and the rebellious refusal docilely to accept some of what goes on in the name of education may with some individuals be a virtue.

One problem which looms large in the minds of some educators these days is that of youthful radicalism. It must be remembered that adolescence is the period of Utopianism, which may take any form from an exalted religious anarchy to a hard-boiled, anti-religious communism. One generation of youngsters will save the race eugenically and the next by psychoanalysis and the salvation of the race must take place at once—no dilly-dallying.

From the psychologist's viewpoint, the very extreme sort of radicalism that exists among high



school students, is another symptom of adolescent growing pains, aggravated, of course, by the sad politico-economic mess in which the world has found itself for the last few years. The extremists (one finds them among adolescents of all ages, on the faculty as well as in the student body) are intense egocentrics whose inadequacies are primarily of a personal and psychological nature. The hate tantrums and infantile behavior of the more conspicuous and noisy members of the species are symptoms of unfortunate difficulties that would leave them inefficient and ill-adapted to any social order. I have never met one (please, understand that I refer to the wild-eyed type, full of bitterness and resentment, who ascribes even his sinus trouble to Capitalism) who could endure a society in which he was not the super-commissar or super-something. For educators to get all excited about these boys, seems extremely silly. "Working for the revolution", as a matter of fact, is a fine opiate; engaged in loud talk about dialectic materialism, economic determinism, the slavery of the exploited masses, and so forth, a boy helps his personal hurts.

The teacher must learn to distinguish among radicals. One adolescent revolutionist, you will discover, has extremely conservative parents. Who can blame him? He wants to blow up the present

régime for the same reason that the Fundamentalists' son becomes the most dogmatic of sophomore atheists. (Someone who likes statistics ought to find out how many of the Lenin worshippers are only children, youngest children, only sons in a family of girls, only girls in a family of boys, how many had over-tyrannical fathers who directed their children with an iron hand. Then he could turn around and do the same for the extremists among the conservatives. Such statistics would throw more light on the sources of extreme radicalism and conservatism than the usual stuff about ninety per cent of the wealth being owned by three per cent of the people.)

There is another kind of boy whose radicalism is an expression of adolescent idealism of the finest sort. One must sympathize with his earnest beliefs. His eagerness to fight for a better, more humane society, free from its present cruelties and injustices and insanities, is to be encouraged and preserved at all costs, if we teachers are to call ourselves teachers. That he is often sadly mistaken in his notion that violent upheaval with a dictatorship of the less intelligent will suddenly improve the human race does not detract from the sincerity of his fervor in behalf of fairness and human decency for the masses of people at the bottom of the economic pyramid. His kind matures into the most useful, so-

cial-minded member of society and he is to be carefully distinguished from the embryo nit-wit who thinks bankers are all greedy exploiters and janitors all upright, dignified gentlemen.

The adolescent, whether he knows it or not, has always with him the problem of breaking free of the ties that bind him to his parents. This is his major task. Most parents, especially mothers, do all they can to bind their children to them. In all but the spiritually dead, a certain rebelliousness with accompanying symptoms is inevitable. The symptoms can go from calling mother vile names (not as uncommon a symptom as might be supposed) and threatening father with a carving knife, through all the degrees of hatred of whatever the parents represent in the youngster's mind—hatred of the family religion, political faith and moral code. A boy's violent resentment against a teacher may be caused by a slight resemblance between the teacher's personality and his father's. He suffers all sorts of vague but intense antipathies that mystify and astonish the boy himself.

This is the explanation of the tantrum-throwing kind of communist who comes from upper bourgeois homes and from the kind of home where papa represented too stern a patriarchal authority. The adolescent who wants to blow the world to pieces very often

merely hates his father.

The best thing the teacher can do is to take good humoredly the extremist amongst the left wingers. To get excited is just what he wants you to do. Let him explain life and the universe to the class in terms of his dialectic materialism. (One wonders whether it is an etymological accident or a matter of psychological significance that the word "mater" seems to be in "materialist".) It is far better to let him have his say. His sentimental faith that a change in the socio-economic order will abruptly terminate man's greed, cruelty and selfishness is too naïve even for most adolescents. His own attention-calling tactics condemn him, unless some adult is fool enough to take his psychological symptoms as a menace to the state. Tolerant matter-of-factness on the part of the one adult mind in the room is the best weapon against extremes of either the left or right wing. Adolescent extremism in a symptom and remains a psychological symptom of immaturity even if the world goes Hitler or Stalin.

It would be a sorry outlook if boys and girls did not question, rebel and demand changes. Deep in themselves they need, as all human beings do, something bigger than themselves to obey, to revere, something to take the place of the parents who in many cases can no longer serve to carry the growing adolescent's need to worship.



Whether what they seek for be a gang, a political party or a God of tolerance and good will, depends largely on the attitudes of the adult minds with whom the adolescent has contact. When a whole generation goes in opposite directions from the preceding one, it is a sorry commentary upon the preceding one. Nothing is so likely to produce an atheist as a smugly hypocritical, pious father; nothing so likely to produce a violent revolutionist as a smug, fascist

father. What we need to know about the unrespectable adolescent is the kind of respectability his parents and teachers stand for.

We can always keep in mind that unrespectability is a characteristic of superior minds as well as of inferior criminals. We can remember also that the Pharisees are always with us and Pharisees make rebels and delinquents out of all self-respecting adolescents.

HUBERT N. HART.

Boys High School.

## YOU, OR, ARMS AND THE MAN

"YOUTH," wrote Robert Louis Stevenson to a friend, "Youth was a great time, but somewhat fussy." Then he went on to invite his friend to sit down with him in the quiet harbor of middle age—he was then about thirty!—and discuss from experience all the interesting things about which they had theorized in their salad days. It is with some such idea of mature tranquillity that I am asking you to consider with me on this October day my subject: *You*, or Arms and the Man.

"You"—needs certainly no apology. Oneself is to even the most selfless among us a subject of supreme interest, whether we confess it or not. We are repelled instinctively by people whom we suspect of criticizing us adversely; we feel most at ease with people whom

we believe to be in sympathy with us, to be appreciative of our good points.

This was brought home to me in my youth at a party given by one of my classmates the summer after we graduated from college.

It was a warm July evening, too hot for dancing or staying indoors for cards. There were not very many of us, so our hostess had arranged a conversation party. It was like this: You paired off and conversed for ten minutes, then the hostess gave a signal and the boys moved on to another girl. This went on until the boys had talked to all of the girls, then each had wrote on a card the name of the girl he had found the most brilliant conversationalist and gave the card to the hostess. None of the girls had previously met any of the

boys. The vote was unanimously in favor of a demure little girl from Virginia. It was a bit hard on the rest of us, but we were open-minded and willing to learn so we put Betty through a cross-examination later that night as we were getting ready for bed. "Be charitable for once! old dear," we said, "and tell us how you did it. We'll grant you had a good strategic position in the moonlight on the porch steps, and you weren't so dumb in your melting glances. But what did you talk about?" To which this experienced daughter of the sunny South replied blandly: "It's very simple. Any child can work it. Every time a new man came up and said, 'What shall we talk about?' I'd just smile up at him and say confidently: 'Let's talk about *You*!' "

*You* being accounted for—only partly so—why the sub-title "Arms and the Man"? For several reasons. Some time ago I read the article by Edward W. Bok which he called "You". In this he stressed the importance of individual effort. It impressed me greatly at the time, and the impression was deepened by a second reading in reprint last spring. But after all what I wanted to discuss with your group was not an abstract *You*—which of course does not exist—but *You* as a teacher of modern languages. Moreover, I am quite vague as to what constitutes violation of copyright, and would not for the world in-

fringe upon the rights of the late editor of the *Ladies' Home Journal* if he had any exclusive claim to the use of the pronoun as a title. So, to play safe, knowing the estate of our long-dead Roman friend would not "have the law upon me", and because I wanted to discuss a definite *You* in relation to a certain process, I added the sub-title: "Arms and the Man". "Arma virumque cano" says Vergil, and if you will forgive me for distorting his meaning, I will ask you to consider *Arms* rather as a process, a procedure, than as the accomplishment itself.

So, if you will, let us sit down in this quiet harbor—though not of middle age—and discuss the teacher as a person, laying only the emphasis of a sub-title upon the importance of technique.

Not that I would discard technique. I would begin by defining it as the most direct and efficient way of attaining results. I would respect it as a means, but not as an end, and I would refuse to let it dominate my professional thinking. This I would do for at least two reasons.

In the first place, I have observed over a long period of years that no procedure is successful every time; that devices hailed as panaceas have failed to fulfill their promise; that unskillful teaching frequently bears amazing fruit. In the second place, and really as the principle underlying what I have



just said, the relation of teacher to pupil is, to my mind, fundamentally a human relationship, therefore a social relationship. I do not need to remind you that you and I are uncomfortable in the society of people who emphasize unduly the technique of social intercourse or that people of the widest social experience are usually the least formal. I believe firmly that undue insistence on technique indicates immaturity, an undeveloped sense of value. If you have studied the piano or violin or singing, you will remember how you have gone through a period of unfamiliarity and constraint while you were learning a musical composition and then won through to a sense of freedom that was in itself an exhilaration. In the playing of some of the greatest artists you are conscious of this superb *élan vital*, even though their technique may be less perfect than that of other artists. Kreisler, more than any violinist I have ever heard, gave this impression of a glorious inspiration.

Well, then, you and I are artists, too, and teaching is something greater and more thrilling than a technical procedure. Not, every day, I grant you. Some days it seems like a January thaw. But in moments of clear vision we know in our hearts that it is an art, and that engaging in it as a profession is an adventure in art. Adventure requires change and the unexpected—variety. Unless you prefer to

call it by a learned name and say experimentation. Perhaps that word may placate a supervisory conscience—or a very tender, inexperienced one. The necessity for variety remains. One of my younger teachers said to me recently: "My teaching is very different now from last year's, and every year it is different from the others. When I first began teaching I kept plan books, carefully thinking I would use the same plans again, but they never fit. So this fall I threw them all away. Every class is different, anyhow." Wouldn't you call that an experimental attitude?

These, then, are some reasons why we are not going to discuss today any new and highly recommended techniques, but are going to devote our attention chiefly to the *You*, whose personal value Edward Bok stressed so strongly. And while we are doing this I should like to share with you some opinions that have come to me from members of the French Department of Erasmus Hall. By way of explanation let me tell you that we have in our little home town a certain superintendent who is often called upon to speak on school topics of one sort and another. It is his usual procedure to send an eleventh hour circular to the high school principals under his jurisdiction stating the topic he is to discuss and requesting an expression of opinion or statement of experience from all the teachers in the

school. The principals naturally pass the request on through the chairman of departments. Parenthetically, there have been occasions when the atmosphere has been rather electric because Dr. X. was going to make a speech. But "what is sauce for the goose is sauce for the gander" and although I could not, if I would, send a hurry call for help to the superintendent, I could, and did, ask my associates to tell me what, in their opinion, were the three characteristics most desirable in the ideal French teacher — meaning, of course, the teacher of any modern language. The subject was discussed in a department meeting, and every one of the twenty-three teachers gave me a written memorandum of their opinion. You see, I had started out with the idea that there were certain characteristics of *You* that were especially commendable and that I'd bring them to your attention today. Then it occurred to me that my very able colleagues might have some different ideas, and I'd better find out about them. So this is what I learned:

"There is no such person as an ideal teacher, for whoever might be good for one class might be *poison* for another." (This from a Scotchman).

With this as an introduction, let me warn you that if you think my amiable friends—whose spirit of cooperation is proverbial among us—were in any degree unanimous

in their opinion as to the most desirable traits in a French teacher you are going to be as much surprised as I was.

To begin with, many of them had difficulty in confining themselves to *three* admirable characteristics. They were all for endowing their ideal with numerous virtues—just like fairy godmothers. And where they apparently did try to limit themselves they slipped in several pairs to count as one. Thus, "sympathy and understanding" appeared as one, "thorough knowledge of the French language, including a good pronunciation," as another. And so on.

Then quite unconsciously, and very naturally, a number of them listed as important, points in which they themselves excel. The girls from Hunter College stressed a good French pronunciation, and one teacher who speaks a particularly beautiful French stipulated that there should be *no* foreign accent! One teacher who is carrying on bravely in the face of a tremendous family anxiety, emphasized cheerfulness in her list.

The heaviest vote was cast in favor of knowledge of subject matter which appeared also as appreciation and knowledge of French culture, and as a knowledge of French language combined with good pronunciation, even, as scholarship. About two-thirds of our group voted for this, and the rest of us probably took it for



granted. Patience and sympathy combined came next, while enthusiasm and personality tied for third place. There was a good showing for sympathy and understanding combined, and a scattering vote for ability to "drill with a thrill" (I quote); for ability to interest, and to transmit knowledge; for a knowledge of adolescent psychology, of the psychological difficulties of language study, of the physiology of speech coördination. (I think these last show evidence of our so-called alertness courses.) Wide culture, wide travel, contacts with modern France at home and abroad, came in for honorable mention, as did thoroughness, persistence, energy, intelligence, friendliness, a pleasant attitude in class, willingness to help slow pupils, progressiveness, a personal philosophy of education, vision into the subject, character, a sense of justice and a sense of humor. It was rather a formidable list in the end with a total of 32 points, according to my classification. In truly scriptural fashion the talents had been multiplied ten-fold.

It interested me particularly to find that one of the teachers of about my own generation quoted from Dr. Butler's speech at this season's opening at Columbia University. I had myself been struck by Dr. Butler's saying that too much stress has been laid upon instruction; that after all the most

potent factor in education is the teacher of warm personality with a genius for impressing himself upon the group of pupils who surround him. So I felt grateful to Miss S. for sharing my interest in Dr. Butler's opinion.

It may perhaps be of interest to you to hear the direct expression of the opinion of some of my group. Here is one:

1. "Love and enthusiasm for the French language as an instrument for communication of thought and dissemination of culture.

2. "Sympathy for the French people based upon real and recent contact with them, not on mere acceptance of chauvinistic pronouncements.

3. "Knowledge of the language, good pronunciation and ear, and broad general culture."

Here is another:

#### I. Scholarship

1. For respect
  - (a) learning attitude
2. For correct teaching
  - (a) not to unlearn things
3. Expert of class
  - (a) a model to imitate

#### II. Intelligence

1. For flexibility
  - (a) different situations
2. To psychologize (personally, I protest the word!)
  - (a) correct grading
  - (b) correct emphasis
  - (c) correct habit formation
3. Personality is composite of deep insight and sympathy.

### III. Sympathy

1. Students must be won before they attend and evince interest.

Here is still another:

"The ideal French teacher

1. Should have a Philosophy of education—a philosophy of content or subject matter and a philosophy of method.
2. He should have *vision* into his subject—state the aims and give them definite application; he needs *foresight* to select valid aims and he should seek in the student potential strength rather than faults (shortcomings); he needs *insight* into the pupil.
3. He should be human, generously objective and have a sense of proportion.

Personality and attitude — interest—enthusiasm—alertness.

Mastery of subject matter—culture.

Mastery of technics—effective methods."

Here is the last one I shall quote:

"The three characteristics most desirable in the ideal French teacher:

- A. Interest and enthusiasm embracing,
  - With respect to the student:
    1. Sufficient assistance, given in a friendly attitude, clear explanation of difficulties that may arise, and thorough drill in various ways.

2. A sympathetic understanding of divergence of ability, previous preparation, tastes, home cares.
3. Personal interest shown.
4. A knowledge of child psychology for side-lights on procedure and discipline which should be adequate but not rigid.
5. Citizenship, ethics, and courtesy stressed.
6. Neatness and attractiveness of classroom.

With respect to the subject:

1. An adequate preparation in all branches of the subject.
  2. Foreign travel.
  3. Untiring desire to improve.
  4. Coöperation with colleagues.
- B. A sense of proportion embracing

With respect to the pupils:

1. A consistent arrangement of work planned to give a reasonable amount of attention to the many phases of the subject.
2. Assignments that are not too long in order to allow sufficient time for the preparation of other subjects.

With respect to the teacher:

1. Allotment of her time to include outdoor exercise, reading, sufficient sleep, recreation, church, social activities, hobbies.
- C. Imagination and Courage."
- I think you will agree with me in thinking that this foregoing



quotation indicates that this teacher has surely a philosophy of education.

Voilà, messieurs et dames, what my little friends back home would have us be—ideally. Fortunately, my Scotch colleague saved us some embarrassment by saying there is no such beastie as an ideal French teacher. If there were, the qualities that would go to the making of her would, to my way of thinking, be those of the able teacher of any subject. I said, a while ago, that I conceived of the teacher-pupil relationship as a human one. By the same token the teacher—believe it or not—is a human being. Therefore, the three characteristics that I would give my supposititious *YOU*, if I were your fairy god-mother, are broad human characteristics: the power of detachment, kindness and open-mindedness. I would give you the power of detachment so that you might have perspective enough to see yourself dispassionately and clearly in relation to your associates; to judge situations and persons fairly, without undue emphasis on the unessential, and to act accordingly; to sense the ridiculous and to laugh with good nature, though it should be at your own self.

I would give you kindness so that you might understand the sorrowful gropings as well as the joyous achievement of the young, so that you might be saved from sentimentalizing over their indebtedness to you, as from all other

subtle forms of self-seeking. I would give you kindness so that the steady radiance of your presence might give your pupils, all unconsciously, some slight conception of the beauty of holiness.

And I would give you open-mindedness so that you might be willing—and able—to continue learning all the days of your life, so that you might be stable, not led away by every breath of faddishness; so that you might develop your gift of curiosity and be able to say with M. Jourdain: "La belle chose que de savoir quelque chose!" So that you might cultivate your zest for living, as who should say:

"Mon verre est petit, mais je bois dans mon verre."

Unless you prefer to say it as Robert Louis Stevenson does:

"The world is so full of a number of things

"I'm sure we should all be as happy as kings!"

This, then, is the *You* that it seems to me worth while for a modern language teacher—or any other—to be. And I still believe that however perfect one's technique may be, the value of teaching lies not in the arms, but in the man.

— BEATRICE SHAW MCGILL.  
Chairman, French Department.  
Erasmus Hall High School.

Delivered before the Modern Language Section of the New York State Teachers Association, Eastern Zone,  
Albany, October 17, 1935.

## "BUT YOU DID ALL THE WORK"

WHILE teaching a first term American History class I entertained a visitor, a former student of mine who had come to observe. Her reaction and ensuing discussion seem worthwhile to give force to the need for great educational changes.

The review brought out that the class had unlearned the conventional story about Columbus; the Turks had not blocked the routes as Lybyer had shown; they had learned something about scientific history, sources and their criticism; they had read and studied Chapter One of Johnson's "Methods of Teaching History in the Secondary Schools."

The new lesson dealt with the reasons for the introduction of Negro Slavery into America. Questioning brought about unanimous agreement that it was done for the purpose of having Negroes work upon cotton plantations as they could stand the heat better than white people.

Then by development, by Socratic questioning and by reading from several texts such as McMaster, Channing and so forth, I brought out the following facts, some of which were written on the board by myself, or by a student:

1. Slaves were accidentally brought to Jamestown in 1619; a

West Indian trader had been blown off its course.

2. The English could not bring in many slaves until after 1687 when they broke down the Spanish monopoly in Africa.

3. In 1671 the tax rolls of Virginia showed two thousand Negro slaves, six thousand white indentured servants and thirty-seven thousand free whites, many of whom had been former servants.

4. Further, these whites, as were the Negroes, were used as forced labor, even though some were voluntary migrants, and neither kidnapped nor deported. Forced labor was necessary to make profits for landowners in a new world with an abundance of unpossessed land. The freedom to acquire land on arrival would have menaced the stability of the nascent capitalist order and would have prevented the accumulation of profits. Land monopoly and labor monopoly were necessary to create a dependent laboring class to work for the aggrandizement of the first landowners.

5. Finally, tobacco, and not cotton, was the chief crop which white servants raised, cotton not being raised commercially, and for export, until after 1874. One of the several forms of evidence submitted as proof was government



statistics on exports. Another was the appeal in 1774 of the Continental Congress urging upon colonial legislatures the desirability of offering bounties to encourage the production of cotton as a substitute for British wool.

Then a summary of the new viewpoints was called for from the students. This I corrected where necessary. The homework was to write a summary of what they had learned.

"Splendid work in teaching them to think and to see the value of History," was my visitor's comment, "but you did all the work."

"True. But why? I think I remember a certain young lady once saying that similar 'philosophizing' was fine 'but we have to pass the Regents' and so this should be done after school outside of class."

She smiled on recalling the incident.

"Not only did I do all the work, but I did too much for one period. I had intended taking two periods, but I thought you would like a 'model' lesson with a definitive conclusion."

"That is what you wanted, but what I wanted was a challenge to their attitudes. I brought out that Negroes are the same physiologically as whites; they can't stand heat better; after all white workers for years have 'stood' temperatures of three thousand degrees around blast furnaces in steel mills, not because

they can stand the heat, but being made dependent upon private capital for employment by the industrial and other revolutions, are forced to work for someone regardless of conditions."

"Yes, but you could have let them find the information themselves."

"How? Let a few 'bright' ones go to the library and find it? They can't afford the time, even if they have the desire, or the experience in study. Many work after school, or in the evenings, or Saturdays. They have to spend hours preparing their assignments in English, Economics, Stenography and Bookkeeping. Some want to because they have been led to believe that those subjects alone are important. (This they reported in the Homework Survey in HIGH POINTS for September, 1930.) Moreover, if some would do the work they would have trouble in finding the books. There are so few in the libraries. That question of number of materials precludes any class experience. Moreover, to induce the 'bright' ones to do the work in the library I would have to resort to the usual artificial incentives. I think it is wrong to bribe them to study by appeals to rewards and to urge them to compete for 'superior' achievement, or to threaten low marks, or failures, if the work is not done the way I might want it. If I held them up to a 'strict'

standard their work would suffer in other subjects, or they would submit to all of us and knuckle down without regard to health, or recreation."

"But there should have been more pupil activity. Couldn't you send the class to the library in the history period?"

"No books. I have thought of dividing the class into committees to investigate different topics, and to bring books in from home libraries. But permission for this has been officially denied. The whole thing needs support all around so that students will work with enthusiasm. They are afraid of any change from the text for fear they won't pass the Regents."

"It all comes back to our quick lunch system of education as Fanning described it in HIGH POINTS for November, 1931. All I am trying to do is to improve the quality of the food they eat and the conditions under which they do it and the resultant psychological experiences. There is no nagging, no fear of failure, no punishment, but direct guidance toward some conception of scientific method for social democratic purposes."

"Then we are right back to where we started with pure memory reproduction, no critical reflection, or challenge, no insight into the need to question and to prove what we are asked to believe. We would have the children then merely memorizing more realistic informa-

tion taught with superficial thought questions relying upon home study of 'new' lessons, induced by competition for superficial rewards and by fear of failure and punishment if the text can't be handed back in good style. To do that I must resort to frequent tests, and surprise ones at that, to induce regular memorization. A solution would be a series of texts that included extracts from various authors and sources, abridgment of controversial, different or source materials, and so forth. We must give the students data from which to draw conclusions. We must make it easily available. There will be enough other difficulties to prevent their being 'coddled.'"

"But isn't there some compromise whereby you could use the latter suggestion? Just teach one, or two, lessons by such a method as typical of all history and then go on to teach the present text by the usual method."

"What would I teach? Just Negro Slavery? How about unlearning the conventional story of important topics such as the Revolution and Constitution, so that the indoctrination they formerly received will be challenged by appeal to facts? Can I begin to make them critical-minded on such topics until I have first spent a month or so on minor ones to educate them in new experiences? What good is a type lesson when so many other superficial ones will obliterate the



more desirable social and intellectual attitudes? We learn by repetition whether it involves much pupil activity, or not. All major topics must be covered and corrected in so far as we know that they are incorrectly taught. To ignore one leaves the student under the impression that it is the truth. I skip the Mexican War because I don't know much about it, but tell them that is one they could look up themselves.

"Remember these students have been indoctrinated with narrow national consciousness contrary to universal concepts of truth and human unity. By criticizing the *functional, unethical* nationalist history I am shaking their false premises. They are beginning to get some idea of human social consciousness, though unless one has the fullest time to really educate one may build class consciousness more than one expects, or desires. Now in this class one girl is the daughter of a Congressman; last term one I had was the daughter of a Major in the Reserve Corps. Therefore I must present evidence rather than opinions. They unlearn about Columbus and Negro Slaves before they hear of Alvord, Schlesinger or Beard."

"What do you mean by that?"

"Haven't you studied about the merchants and the land-speculators and the part they played in making the Revolution and the counter revolution they made against the

professed democracy of it when they made the Constitution, as Beard shows?"

"Good heavens! I've finished college but never heard of them, except Beard, and don't know much about him."

"Did you take up the background of the Revolution involving the struggle of the poor versus the rich during the preceding hundred years?"

"No. I guess I must change my opinion that things should be taught after class. We should change the educational set-up to allow of more realistic history teaching. But if they unlearn a good deal of history, won't they become unpatriotic and class-conscious?"

"There is that danger. That is why I say education is in need of improvement so that people can think honestly and intelligently, create a real Democracy, prevent war and poverty and still make for necessary changes in society. If you remember I always talked about Democracy, never to hate anybody, to learn to work for Democracy by building courage and good will."

"I remember you talked about Ghandi's philosophy and its counterpart among the Quakers in American History."

"Certainly. I try to get you all to think on life, to have a moral enthusiasm and to avoid the indignation attendant upon unlearning history. It would be better to

have methods of learning which built up coöperation and interdependence by their very activity. As it is, I am forced to talk about it so that I can still cover the course of study."

"To change the subject somewhat: What did you mean by saying their views on human nature and 'racial difference' were all wrong?"

"I had to leave that without much comment as time was short. But you heard that girl say that in Biology she learned about genes and chromosomes which make for great differences in people and 'races'. Therefore it was impossible to improve life, and we would have to improve human nature."

"Oh, yes. You asked her if she had read or heard anything of the criticism of heredity and eugenics made by Jennings."

"That's the point. Science teaching is almost as bad as the teaching of the Social Sciences. They don't use the scientific method very much. They read a text, memorize it, and hand it back. If Jennings, or someone else, is omitted from the book, who misses anything if neither the pupil, nor the teacher, knows about him?"

"To be consistent with my criticism of education, ideally I should have directed the students to do some reading on biology and on anthropology, but aside from lack of available material their education has been neglected. They

lack the skills, as Morrison says, with the tools of study. But more important than that, the pupils are not here for an education. They are here to become somewhat skilled in earning their own living, but chiefly to be automatons; to learn to read but not to think, to accept Nationalism and Capitalism without question, to support wars if they come. The whole thing is just one mess of misunderstanding and wrong psychological interpretations of life. Those in power are really unaware of the unethical nature of society, if it may be called that, and of the educational system which recapitulates it. Education, such as it is, fosters, renews and strengthens the ego-centric maladjustments through wrong information and methods of learning, which build the very neuroses and psychoses which threaten instability of life through riots, crime, depressions, and wars. If our education were in accord with sound principles of pedagogy, science, and ethics, we could build for wholesome adjustments whereby insecurities, angers and hatreds caused by competition for independent security would be liquidated."

"You know I am sorry I made high school in three years. Being a member of Arista and now of Phi Beta Kappa, after doing college in three years, was a loss."

"What did you lose? You learned to read in a much shorter



time than most. How much more intelligently would you have learned, or how much 'truth' would you have learned, in a few more months in this superficial set-up?"

"Well, now that I am out of college I'll improve myself."

"How?"

"Well, I'll read a good Democratic paper that tells the truth like the *Times*, or like the *Post* or the *Telegram*."

"Who told you that?"

"My teachers."

"You certainly are an educated person."

"I don't understand."

"You don't think. You believe what you are told. Why not adopt a liberal democratic and scientific attitude and read all kinds of papers regularly, the 'good' ones, the tabloids, and the radical press. Read a different one every day, or occasionally. Never follow the same one regularly. You become a victim of subtle propaganda."

"But why should I read the tabloids or the radical press? I

am not a radical and the tabloids are not cultured."

"That's what my baby says."

"\* \* \* \*"

"What?"

"That she won't eat her spinach because she doesn't like it, and that she doesn't like it because she doesn't eat it."

"It is a vicious circle."

"But at least she shows intelligence. But I must let her go to school and become educated like her fellow conformers. If I try to strengthen her zest for intelligence and curiosity, she won't have any one to gossip with, to play bridge with, or to work with in planning to improve society."

"Well, good-bye. I'll think it over."

"Don't forget. We have the knowledge and the scientific technique to create wholesome personalities for Democracy, if we have a real economic Democracy. But first we must educate sincerely for a social purpose."

RALPH B. GUINNESS.

Richmond Hill High School.

## EDUCATIONAL RESEARCH AND THE TEACHER

### RESEARCH ORGANIZATIONS FOR THE IMPROVEMENT OF TEACHING

MANY superintendents have carried on successful programs of research for the improvement of teaching. One of the interesting developments of recent

years has been the establishment of research bureaus. Baldwin<sup>1</sup> listed in 1923 eighty centers with such bureaus. For the most part these

<sup>1</sup>Bird T. Baldwin: "Educational Research," United States Bureau of Education, Bulletin No. 42, 1923.

bureaus are in larger cities, state departments and universities. The movement is gradually extending to smaller cities and county departments. A scientific attitude on the part of the superintendent, a well-trained statistical clerk, and an office have been the sole equipment for a creditable piece of educational research in many small school systems. Cities such as Cleveland, Seattle, Denver, Los Angeles, and Detroit have embarked upon extensive programs of research.

### THE AKRON ORGANIZATION FOR RESEARCH

The organization and scope of a city bureau of research can be seen in the following statement concerning the Bureau of Research in Akron, Ohio."

Organized September, 1920. Members of staff: Director, assistant, psychologist, and a clerk; additional assistants called in for a few weeks at a time when work is especially pressing. During the first year, use was made of the juniors and seniors in the normal school. Since then the work has been so organized that principals and teachers assist.

Total amount expended for research work, 1921-1922—\$6,110.37.

<sup>2</sup>W. S. Deffenbaugh: "Research Bureaus in City School Systems." United States Bureau of Education, City School Leaflet No. 5.

Scope of work: (1) To keep up a continuous survey of elementary school work through the use of standardized educational tests; (2) to train teachers in the use of educational tests; (3) to help improve instruction; (4) to experiment in classification; (5) to handle all testing; (6) to form special classes under direction of psychologist; (7) to make age-grade studies; (8) to develop course of study for the elementary grades.

### THE MINNEAPOLIS RESEARCH BUREAU

Brueckner<sup>3</sup> explains the purpose of the Bureau of Educational Research in the Minneapolis Schools as follows:

1. The research bureau is a service agency whose function it is to assist in the securing of information necessary to arrive at a possible workable solution of problems either administrative or instructional, which arise in the work of the schools.
2. The research bureau is a co-ordinating agency whose functions are:

- (a) To stimulate and co-ordinate research work

<sup>3</sup>L. J. Brueckner: "Educational Research in the Minneapolis Schools," *Proceedings of the Second Annual Conference*, Minnesota Society, for the Study of Education, 1923, pp. 9-13.



in all educational agencies.

- (b) To make available the results of research and investigation, both national and local in character.
  - (c) To study scientifically problems of instruction in the schools of the city.
  - (d) To assist in the preparation of materials needed in the training of the instructional staff.
  - (e) To coördinate research work on courses of study.
3. The research bureau is a co-operative self-survey agency whose function it is to assist in the constant critical analysis of the ways in which the school is achieving its objective and in the experimental work necessary to bring about an improvement.

Probably one of the best known organizations for research is that of Winnetka under Carleton W. Washburne. Under his leadership there has been developed at Winnetka the now famous plan by which pupils "master" their assignments before advancing to others. Thus curriculum and method of instruction come under most careful scrutiny to determine and evaluate results. A complete report of the method of research

that resulted in this plan has been written by Washburne.<sup>4</sup>

#### THE TEACHER AS A RESEARCH WORKER

The Winnetka plan indicates the possibilities of utilizing the teacher as a research worker. Buckingham has advocated this for some time pointing out that both teacher and research worker will profit. He presents the problem as follows:

A recent interest in the question of learning in relation to teaching method has led me to believe that a great deal of experimentation on learning questions is educationally ineffective because it is conducted under artificial conditions and restrictions. Somebody found in a psychology laboratory that certain striking facts were secured by the administering of praise and blame during the learning of nonsense syllables by adults. If the experimenter says to the subject—you know the learners are subjects of the laboratory—"You did that splendidly," or "I don't know that I have seen that done better," or "How do you learn so rapidly?" the subject so expands and warms to his labor that he produces 70 or 80 per cent better results than he or another of the same ability produces if the experimenter says to him something like this:

<sup>4</sup>Carleton W. Washburne: *Journal of Educational Research*, Vol. 10, pp. 364-368.

"You ought to be ashamed of that," or "A child of six could do better than that," or "That is the worst record I have ever seen."

The results of this laboratory investigation is to throw into high relief the notion that pleasurable emotional tone is of great value in learning. It would, however, be much more significant for purposes of education if this work of the psychologist were followed up by the teacher in a classroom situation. The psychologist is the pioneer and no one in his senses will belittle his labors. But with reference to education they are incomplete. They have no sufficient application. What is done with adults and with nonsense syllables may or may not work out with children and with the multiplication table or a lesson in history. Suppose some teacher were to try out under reasonably controlled conditions the effect of praise. Would not the report of such an investigation, even if it were worked out in a single classroom, be gladly received by a reputable educational journal? If you are inclined to desire data on more children than are to be found in a single classroom, you should remember that as many as thirty or forty subjects in a psychology laboratory are by no means common. Moreover, there is no

reason why teachers' research work should not be organized so that several classrooms may participate in the same project.

Buckingham's account<sup>5</sup> includes a number of illustrations of research problems worked out in college classes or laboratories which could be duplicated to advantage in the ordinary elementary or high school classrooms. This account should be studied in full.

There are, however, three points to be kept in mind in attempting to stimulate research among teachers. In the first place, most teachers under ordinary circumstances do not have time or facilities for carrying on such work. This is being arranged, however, by certain progressive city administrations. In the second place, the teacher does not as a rule have the requisite training for doing research. This is a serious difficulty unless the supervisory staff or the bureau of research is in a position to guide the work closely. There is a good deal of so-called "experimental" work going on in the classrooms of the country which is not experimental research in any sense of the word. It is merely haphazard try-out of some procedure or other. It bears no relation to careful scientific investigation. The problem is not clearly stated,

<sup>5</sup>B. R. Buckingham: *Journal of Educational Research*, Vol. II, April, 1923, pp. 235-43.



experimental conditions are not controlled, the results are not comparable to any standards and mean nothing in particular.

In the third place, there is some opposition on the part of certain administrative officers toward the teacher as a research worker. It is very probable that in some places there is a small nucleus of progressive teachers who are better trained, and who have a better professional spirit than their own building principals, and sometimes better even than some of the assistant superintendents over them. This situation is due to the fact that teachers have for some time been required to take training courses while in service. The progressive teachers have also used fully the facilities for extension courses, have taken summer school work, and so forth. Many minor administrative officers have taken no advanced training over a period of many years and, as a result, are either largely ignorant of modern scientific procedure, or fear and distrust it. These men are often unsympathetic to experimentation by the teacher or actively oppose it.

#### THE ORGANIZATION OF TEACHERS FOR RESEARCH

In many school systems an elaborate organization for research is impossible. In that case the superintendent may look to his teaching staff as assistants in a greater research bureau. Teachers are really making contributions to the tech-

nique of daily teaching. For some reason, the machinery for collecting and disseminating the information, in most school systems, has never been set up. With proper organization, not only could these ideas be saved for the general improvement of instruction, but teachers could be stimulated to try experiments which would result in the development not only of new methods of instruction, but also greater teaching power in the teacher herself.

The general assumption is that teachers must busy themselves with teaching and not with plans for improving the technique of teaching. Strangely enough, many teachers have accepted this assumption and have looked upon opportunities for participation in the management of the school system as extra burdens. The experience of the last few years, however, has shown that the improvement of teaching is such a large undertaking that any general forward movement in educational practice must of necessity include the efforts of teachers as well as of principals and supervisors.

The classroom teacher should be called upon to discover adaptations to classroom situations of the results of the educational research now carried on largely in university centers. Applied research is just as laudable as pure research. A tremendous amount of effort has been expended in the universities

of the country in developing new ideas. Important as this work is, the immediate improvement of classroom instruction depends upon the adaptation of these ideas to the innumerable variations in classroom conditions. Members of the teaching body should ultimately think and act according to the best that science offers. This can be accomplished only when teachers are trained to apply scientific principles to classroom teaching.

There is an abundance of information about what educational experts think teachers need, but little real knowledge about what teachers want. In order to get more information about what the teachers of a school want, a questionnaire should be sent to the teachers of several schools asking for suggestions and problems. These suggestions would then be combined with the suggestions of the supervisory staff and a common list of problems compiled. This list together with the references on each would then be sent to each teacher for the purpose of securing concerted action. The list of references would not be complete on each subject nor would they be references to the solution of the problems. Rather would they tend to stimulate the teacher to a thoughtful consideration of the problems. The type of problems for further experimentation would be:

1. How can the instruction of handicapped children be im-

proved? J. E. Wallace Wallin, "The Theory of Differential Education as Applied to Handicapped Pupils in the Elementary Grades," *Journal of Educational Research*, Vol. 6, Oct., 1922, pp. 209-24.

2. It is difficult to know all children personally. How do you come to know your pupils? W. C. Reavis, "Student Accounting in High School," *Detroit Journal of Education*, Vol. 3, May 1923, pp. 389-92.
3. How can pupil initiative be developed? Give typical lesson procedure. George Allen Coe, "A Study in Civic Training," *Pedagogical Seminary*, Vol. 29, Sept. 1922, pp. 205-31.
4. How can unruly pupils be interested and controlled? William C. Bagley, "School Discipline" (New York, The Macmillan Co., 1915).
5. How should a problem-solving (project) lesson be taught? "Dangers and Difficulties of The Project Method and How to Overcome Them — A Symposium," *Teachers College Record*, Vol. 22, Sept. 1921, pp. 283-333.
6. Not all teachers can use the same method with equal effectiveness. How can methods be varied to meet individual differences among



teachers? A. S. Barr, "Fundamental Tendencies in Present Day Education," *Detroit Journal of Education*, Vol. 3, Feb. 1923, pp. 245-56.

7. Pupils in the junior and senior high schools frequently show lack of control over the tool subjects. How can elementary-school standards be maintained in these grades? C. C. Certain, "The Briggs Form Test in Use," *English Journal*, Vol. 12 April, 1923, pp. 244-57.

There are, besides the research bureau, a number of other means for stimulating research. There is usually in larger cities, either as a part of the bureau of research or as an independent unit, a psychological clinic. As a further means of studying experimental teaching, some superintendents have asked for experimental schools. Research clubs, teachers, meetings, and bulletins are other important means of keeping the scientific spirit alive and for disseminating information about scientific research. The wide-

awake supervisor will find numerous devices to make supervision more scientific.

#### INFORMING THE TEACHER CONCERNING SCIENTIFIC RESEARCH

Hundreds of investigations are in progress throughout the country. Many of these will eventually be reported in monographs, bulletins, or other contributions. For the most part, these discussions are detailed and technical, and the findings and their implications not at all obvious. The teacher, with her many responsibilities, finds it almost impossible to keep abreast of the progress that is being made through such investigations. One of the very real problems of supervision is the careful perusal and summarization of this mass of material for classroom use. The findings need to be sifted, simplified, and applied to classroom problems. Such activities should play a major part in the supervisors' efforts to apply scientific methods to the problems of teaching.

WILLARD S. SPRAGUE,  
Eastern District High School.

## HIGH POINTS

### Creative Teaching

IT is a truism that all young people possess imaginative, creative ability with desire for expression. These faculties can be developed as successfully in our public as in our private and progressive schools. I have found that although a

small group of students and freedom from distraction are desirable, the only absolute essential is that the teacher have a profound conviction about his subject that far transcends any principles of pedagogy. This conviction may be the result of study, of perhaps years

of experimentation, of creative experience, or of contact with those creatively engaged. He must feel that he is dealing with young artists, that he is uncovering, or freeing creative abilities, rather than pouring in information and extracting results.

It is best to start with the youngest group that enters high school. The class room procedure is very simple. A flexible medium such as charcoal or soft conté is excellent at first and others may be added later. The children are assured that as art is first of all a matter of feeling, that in proportion to the degree they can feel a subject they can express it. At least they can try, and what is a piece of paper anyway? The teacher then suggests a subject, one which is fairly abstract at first. As these students have little knowledge of form, "Winter", "Rainy Day", "Wind", "Loneliness", or other subjects which lend themselves to emotional expression may be used. The teacher may build up the subject as dramatically as possible and suggest various phases, but very often he will find that the students are off before he has finished his exposition. A mood of happy absorption should prevail. The teacher refrains from moving about, makes no comment, offers no suggestion. When the students seem to have finished, they are ready for criticism and this is, of course, in a pedagogical sense, the lesson. The work

is displayed on a large board. The criticism is handled by the class, aided by suggestions from the instructor, such as "Which suggests the most space?", "Which drawings show the most feeling of the subject?" Something understanding must be said of each drawing in order to prevent inhibitions due to discouragement.

The lessons on form—its analysis and organization—which constitute the backbone of creative expression may be handled in various ways. In Washington Irving we use type forms of oaktag constructed by the pupils. These are much more stimulating to the imagination than the hard commercial variety and may readily become skyscrapers, palaces or freight trains, puffing leisurely through mountain passes. The feeling of space and of the correct relations of objects in this space is of as great importance as the representation of the objects themselves. To the freedom of expression gradually add the development of form. Never confuse by too many don'ts. Treat the children, first and last, with the respect one should give any creative artist. Don't be surprised if you add to your own creative experience. The sounder a teacher's concept of art is, the more of interest he will get from his pupils and the more rapid and substantial will be their progress.

EDNA A. BLACK,  
Washington Irving High School.



## Two English Lessons Reported from the Classroom

The following lessons were presented in fulfillment of a departmental assignment to submit papers on *The Most Effective Lesson Taught This Term* and *A Device Used in Connection with Technical Work*, respectively; hence the narrative account of what actually happened in the classroom.

### 1. Writing Snapshots: A Lesson in Composition

*Grade:* Any lower grade in which description is emphasized (most suitable toward the end of the term).

*Object of the lesson:* To teach the writing of clear, vivid description.

*The Assignment:* The assignment, given about a week in advance of the lesson, was intended to be so simply stated as to be arresting: "Write a snapshot of some member of the class."

A five or ten minute discussion of the assignment along the following lines was necessary: What does an ordinary snapshot show you? (Description vs. exposition or narration.) Does a snapshot tell you, "This boy is ambitious" or "This girl is honest"? (No exposition of character.) How does a snapshot sometimes reveal such traits of a person's character? What can you show in a word-snapshot that an amateur photographer can't catch with an

ordinary camera? (Color, characteristic walk or speech, etc.) What lessons about writing good compositions which we've been stressing all term can we apply here? (Careful planning and organization, vivid vocabulary, double-checked sentence structure.) Warning: Use your eyes diligently during the next few days on the subject of your picture. Remember, if I handed you an ordinary snapshot of some member of the class, you would recognize your classmate instantly. Make your word-snapshot so accurate and so vivid, that it will be just as unmistakable. Especially avoid a mere inventory. ("Five feet two, brown hair, blue eyes," and so forth.)

*The Lesson:* The word-snapshots were collected, the names of the writers being written by pre-arrangement, together with the names of the subjects, on the last lines of the back of the paper and folded under to be invisible. I shuffled the papers and, amidst an expectant hush, pulled one out at random and read it to the class. After the reading, the class and I jotted down the name of the pupil we thought had just been "snapped". Then I investigated and announced the correct identity—but not the writer. As we proceeded with our guessing, we all kept score. This served as an index not only to our own acumen, but to the clearness of the snapshots.

After each snapshot, as soon as

the excitement of identification subsided, we discussed the composition: "What is good about it? What is poor about it? How might it have been made still better? Did you notice any particularly vivid words?" And so on.

Incidentally, I read the papers with a red pencil in hand, indicating as many errors as I had time for in passing, and rating each composition. At the end of the period, I recorded the marks and returned the papers to the writers. This was the chief reason for my doing the reading myself instead of having pupils read. Another reason was to conceal more perfectly the identity of the writers. Finally, I thought I might have to enforce an extemporaneous censorship to forestall the wounding, here and there, of sensitive vanity. At the least moment, however, I concluded not to, deciding instead to play the god who "some gift might gi'e us to see ourselves as ithers see us."

By popular request, I spent two consecutive days on this lesson. Had there been more time in the term, I think I might very profitably have gone through the same procedure again, asking the pupils to "snap" a different classmate, or perhaps furnishing them a new gallery of characters, such as the faculty or the moving picture firmament.

### II. A Device in Technical English: The Tournament.

*Grade:* Any grade; particularly the lower ones.

*Object of the lessons:* To arouse interest in and achieve continuity throughout a series of drills in technical English.

*Text:* Any good printed or mimeographed drills in correct grammatical and idiomatic forms.

*The Lessons:* After the necessary preliminary explanation of the procedure to be followed, I divided the class into a boys' team and a girls' team, equalizing the two by having any excess pupils on one team help the other. I tried to prevent confusion and dispute by announcing simple rules very clearly and by emphasizing that I should be sole judge. By way of demonstration, several examples from the exercise to be done were taken up by the pupils as a class; then the conventional bee followed.

A volunteer secretary recorded the score for each team at the end of each match, keeping a twofold tally throughout the tournament; number of matches won by each team and number of points earned by each team (i.e., number of players left standing when the end-of-period bell brought the match to a close). This two-fold scoring helped to keep competition keen when the two teams were almost perfectly matched.

In each succeeding match, the full teams began anew. By bring-



ing all members of the class back into the contest each time, this device also reduced the likelihood that either team would roll up so great an advantage over the other that competition and interest would lag. Furthermore, during any match, those pupils that already were seated for an error were drawn into active participation by frequently being called upon for supplementary answers and explanations.

Incidentally, I made no attempt to camouflage the work as play. Instead, I introduced the idea by explaining to the pupils that they must cover a certain budget of work, that they might do it by the conventional classroom procedure or, if they preferred, by a tournament. They elected the latter. (They always do!) It has the advantages of stimulating greater interest, reaching all members of the class at least periodically, and giving the work some continuity throughout the course of several weeks.

LEONA P. POLLACK.  
Abraham Lincoln High School.

### Organization Records

Keeping track of the organization of a school is not as simple as it might appear. It is essential to know exactly how each position allowed the school is filled. The system described in this article has been of great help in keeping a record of the positions in the

school. The first page of the "Blue Book" (so-called because of the color of its cover) gives a lay-out of all the teaching positions in the school. This table deals with figures only, showing the total number of positions in each department, divided according to main building and annexes. It also shows the number of substitutes in each department and whether they are serving in vacancies or for teachers on leaves of absence. Page 2 shows the number of non-teaching positions and how each one is filled. In both cases totals are given, which totals, of course, must agree with the number of positions authorized by the Board of Superintendents. Then follows a lay-out of each individual department, a single page being given to each department. In every case, the department is divided as follows:—first assistants, teachers, laboratory assistants, substitutes and teachers-in-training, each listed in alphabetical order. It shows whether each substitute is serving in a vacancy, in which case the origin of the vacancy is shown (e. g., whether a new position, or one caused by the retirement or transfer of a regular teacher), or whether he is serving for a teacher on leave of any kind. These sheets deal not only in figures, which must correspond exactly with the figures on page 1, but in names as well. Here we have a lay-out of a given department where one may see at a

glance the exact personnel of the department, and how each position authorized is filled for the current term.

In addition to the "Blue Book", a card file is also kept, containing a card for every position—a white card for appointees and a colored card for substitutes. This file serves two purposes—first, it is a check on the "Blue Book" which shows organization for the current term only; second, it shows the history of each position, e. g., a card may indicate the following: a new position was granted in February, 1934, let us say; for that term the position was filled by Mr. X., substitute; for the following two terms, by Miss Y., substitute; and finally in September, 1935, it was filled by a regular appointee. When appointment is made, the above information is transcribed from the colored card of the substitute to the white and of the regularly appointed incumbent. When a teacher is out on a leave of absence, the substitute's colored card is clipped on to the white card of the teacher for whom he is serving and the substitute's name is placed in alphabetical order. This gives a complete alphabetical file of the individual departments, whereas the "Blue Book" shows each group in a department arranged alphabetically.

By these means the organization of the school is kept strictly up to date and any information asked for

by the principal, the program or reorganization committees, is readily supplied.

MARIAN C. CHASE,  
Secretary to Principal.  
Boys High School.

### What Shall We Do Today?

Acting on the belief that the teacher should be primarily a moulder of pupils' habits, and secondarily an imparter of subject matter, the writer has incorporated into his classroom procedure two devices which may also prove valuable to the reader. These are, first, giving the homework for the following day a definite title. For example, in Spanish, the assignment might be "Los Animales", while that in French is "L'Article Défini"; second, a statement of the aims for the current period elicited from the pupils by the teacher.

On entering the classroom, the pupil copies his homework assignment for the next day. Here is a pattern:

*Pour demain, mardi.*

*Sujet: L'Article Défini*

1. Écrire deux fois, et étudier le vocabulaire à la page 6. (The vocabulary is given with definite articles.)
2. Écrire, à la page 7, les paragraphes A et B. (Usually these are fill-in exercises with the grammar lesson).



If the subject of the homework assignment is made clear to him, the student wastes no time in having to "find out what it's all about" when he begins to write his homework. With the teacher daily directing his attention to single, performable duties, the pupil is encouraged to develop the habit of concentrating on one detail at a time.

The prevailing impression among the language students, induced by the teacher, is that a great deal of work must be accomplished in very limited time. Consequently, they have been led to believe that each period is important, and that only significant things must be done.

After the homework assignment has been read aloud, the writer usually asks the pupils, "What shall we do today?" or, "What are our aims for today?" The cue for the current period's activity is offered in the title of the homework. For example, in connection with the French assignment cited, one pupil suggested, "to learn about definite articles." Another suggested reviewing some previous work. The aims are usually elicited within the space of ninety seconds, and are listed on the board. A typical (not ideal) set of aims stated by the class is:

1. Practice pronunciation.
2. Review the vocabulary of Lesson II.

3. Learn about definite articles.
4. Homework.

Aim 4 refers to the writing of the homework (self-help) assignment during the supervised study period which is part of the forty-eight minute lessons.

A daily statement of aims gives the class a habit of making a plan before embarking on a task; it serves to indicate that every period is a business period, and that dilly-dallying is discouraged; it spurs the teacher on to his best professional efforts, for he invites a falling-out with his pupils if he does not succeed in leading to completion what has been planned in common; finally, it serves to remind the class of their responsibility toward a duty which must be discharged.

Before allowing the class to start on homework, the writer usually calls for a summary of the day's work, and especially of the new lesson, if one has been given. As a pupil summarizes, the teacher checks each of the aims accomplished. The statement of aim very definitely gives the writer's pupils satisfaction, for they have a voice in the conduct of their class, and the pleasure that comes with knowing that one has accomplished what he has planned.

HYMAN TURNER.

Eastern District High School,  
Greenpoint Annex.

## Skills of Basketball

Probably the most fascinating of sports indulged in by our modern youth is the game of basketball. While it has undergone some profound changes within the last decade, it is fundamentally very similar to the original sport founded by Naismith at Springfield College.

Basically there are a number of salient features which must be thoroughly mastered if one is to achieve proficiency in this field. Only diligent application and conscientious practice can produce this result. In my experience with the boys at Eastern District High School in Brooklyn, I have observed that the cardinal points listed below are of prime importance:

### OFFENSE

1. Learn thoroughly the fundamentals of basketball—dribbling, passing, and shooting.

Dribble knee high, the ball well forward, with an eye open for the basket and your opponent.

Practice a chest pass, bounce pass, left and right hand passes.

Plenty of shooting practice makes a good shot. Try to develop a looping clear throw.

2. Be a good "ball handler." Practice retrieving high, low and wide throws; catching difficult bounce passes; handling the ball with your left as well as your right hand; making short fast and

accurate passes. Avoid fancy ball handling and employ orthodox passes only.

3. Don't stand still on the court; keep moving. Develop the stamina to move quickly throughout the entire game. If you can wear down your opponent, you will be able to cut, dribble or pivot away from him as the game goes on. You cannot hope to lose your guard if you move slowly or stand still on the court.

4. Learn to "pick off" cleanly. In your opponent's half of the court—when passing the ball to your teammate—follow, by running swiftly by him with the intention of having your guard stopped or "picked off" by your teammate or his guard.

5. Learn the legal block. When dribbling toward your teammate; stop between him and his guard, do a half pivot outward and pass the ball to your teammate with the same movement. In that position you legally block your teammate's guard from reaching him.

6. Keep "cutting" for the basket. The most important part of the "cut" is the getaway or "break". Don't stop when you are about to "lay up" the ball, since that hesitation may enable your guard to block the ball. Practice "driving" under the backboard after the "lay up".

7. The ball should not be thrown up but "laid up" over the rim of the basket. On an angle "lay up"



shot, practice dropping the ball in the basket off the backboard. Develop a left as well as a right hand "lay up", particularly after a fast "cut" or dribble.

8. Practice "set shooting" from different angles on the basketball court. Adjust your eyes to strange lights, shadows, ceiling, walls, backboards, etc.

9. Get in and play the corners to spread the opponent's defense. In passing or dribbling, play the ball deep into the corners. Your guard must follow or a pass into the corner will develop into a "set shot". When the guard follows his man, it spreads the defense and facilitates "cutting" for the basket.

10. Get the habit of "feeding" the man who cuts for the basket. When your teammate "cuts" for the basket, give him a high, fast pass if he is ahead of his guard.

11. Learn to pass with one and two hands. Don't neglect the valuable and very dangerous bounce pass. Continual practice will eliminate the peculiar hop to the bounce pass.

12. Wherever possible pass—don't dribble. It is very much easier for a defensive team to break up the offensive team play if the offensive uses dribbling as its basis. A pass gets there quicker.

13. When being guarded closely in the center of the floor, cut sharply for your opponent's basket. Your opponent must follow; if not,

a long pass will result in two points.

14. A good basketball player will instinctively follow up shots off your own and off opponent's backboard. Practice "cutting" for the backboard whenever a "set shot" is made for either basket.

15. Practice the "jump, catch and throw" when following up a shot off your opponent's backboard, rather than attempt to tap the ball in the basket. Jump as high as you can, meet the ball at your uppermost height, and then a light overhead toss for the goal.

16. Learn the reverse and forward pivot.

Reverse: After a pass or at the end of a dribble, pivot about on the forward foot so that your back is facing the basket at which you are shooting.

Forward: As you catch a pass, take one step forward toward your guard, make a complete turn on the forward foot (only one direction is possible) and start dribbling as the opposite foot touches the ground.

17. Be able to "cut and stop on a dime" with and without the ball. Develop a quick start with a sudden stop.

18. Practice foul shooting until the shot becomes an instinctive one. Many games lost by one or two points would have been won if... A good foul shooter's natural method of shooting should not be changed. However, if the player

is not consistently good at it, he should practice the underhand, looping, clear shot.

19. Practice jumping for height so that you may improve your chances of getting possession of the ball after a "held ball." Rope jumping on toes is a good exercise for developing a jump for height.

20. Learn the value of a feint. A feint is a fake throw or move made with the entire body at a player or a basket. It can be made with your knees, hips, shoulders, arms, head and eyes; singly or in combination.

21. Be "shifty"—but don't overdo it, it leads to individualism on the floor. A "shifty" player is one who has learned all the individual eccentricities of a basketball star. These include the feint pivot, cut, pickoff, block, etc.

22. In passing the ball—as a general rule move slowly in your half of the floor and speed up when you pass the center of the court. The faster the pass and the quicker the "cut", the more the opportunity for a legal block and "pick-off".

23. Learn to break sharply for the basket when you have intercepted the ball and your opponents are caught out of position. A quick "cut" and a long pass may result in two points. This necessitates quick thinking and a speedy observation of the position of the players on the floor.

24. Develop a "change of pace",

a major skill in deception. Unless a "change of pace" is developed it becomes increasingly difficult for an offensive player to escape his guard. It facilitates matters greatly for a guard when he knows that his man moves at the same general speed throughout the game.

25. Getting and keeping possession of the ball is half of the game. "When you have possession of the ball your opponents can't score," is an axiom of basketball.

26. Keep in mind the fact that the object of the game is to throw the ball in the basket, and that a field goal counts two points no matter which way you get it.

27. Always remember that there are four other boys on the court; don't "hog" the ball or keep "feeding" your pal. This practice leads to individualism, jealousies among the players and a breakdown in the team play.

#### DEFENSE

28. Keep your eye on your man; and within arm's length when he passes the center of the floor. An experienced basketball player can learn not only to watch his own man, but out of the corner of his eye, watch the passing of the ball for a possible interception or the breaking up of the offensive team work.

29. When your opponent has the ball, get your hands up immediately, for purposes of disconcerting or possible interception. The proper position of the guard is—knees and



body slightly bent forward, one arm raised upward and one arm outward, weight balanced equally on both feet.

30. Don't try to watch the moving ball and "feel" for your man. "Feeling" for your man usually leads to holding.

31. When your man "cuts", be with him, with your hands raised for possible interception of a pass. Learn to glide past an opponent so as to prevent a possible "pick off."

32. Learn to "switch" quickly to prevent "pick offs." When you note that you are legally blocked or "picked off", shout "switch" to your teammate. Then "pick up" your teammate's opponent as he "picks up" yours. Stay with your new man until there is a momentary stop in play such as—a "held ball", "outside ball," etc.

33. Break yourself of the well known habit of "grabbing" or blocking your man when he "cuts" for the basket. This foul may be a subconscious move on a player's part. This is usually due to a player's lengthy experience on a narrow and poorly lighted court, with an inexperienced referee in charge of the game. This may also be due to a player's lack of wind and poor conditioning. The guard is unable to keep up with the offensive player and prevents him from running away by holding.

34. Watch your opponent closely for any "give-away-signs" that

he intends to "cut", "pivot", "feint", etc.

35. Keep "fighting" without fouling all during the game and *Never give up.*

36. Learn the Sportmanship Code and abide by it at all times on or off the basketball court.

SAMUEL MOSES.

Eastern District High School.

### First Steps in the Prevention of Failure in Stenography and Typewriting

The following instruments are being used by the Secretarial Department of Grover Cleveland High School in an attempt to prevent failure.

The form, "*Specific Causes of Failure*", has been planned to assist pupil and teacher in analyzing unsatisfactory performance during the very first weeks of the term.

The letter is sent to the parents of every student whose work is unsatisfactory at the end of the fifth week of term.

### SPECIFIC CAUSES OF FAILURE

#### I. Shorthand

- Confusion of strokes and attachments.
- Failure to apply principles.
- Failure to read and write syllabically.
- Failure to write *exact* shorthand, i.e. to keep straight strokes straight, and curved strokes accurately curved.

E. Failure to write in correct position.

F. Failure to keep the correct proportion of full-length, half-length, double-length strokes, and of hooks, circles and loops.

G. Failure to write and read automatically the exact shorthand of

- Short forms,
- Contractions,
- Words in last term's vocabulary list,
- Frequently used phrases.

H. Failure to place periods in notes.

J. Failure to take necessary precautions to insure accuracy in reading, such as indicating initial vowels and final *ly* where confusion is possible.

K. Other deficiencies.

#### II. Habits

A. Failure to read each letter through before beginning the transcript.

B. Failure to indicate punctuation, paragraphs and enclosures during this reading.

C. Failure to use all available dictionaries effectively, for

- Spelling, of root and derivative words,
- Syllabication,
- Compound words,

4. Meanings,

5. Homonyms, such as *principle, principal; know, no; die, dye; etc.*

D. Failure to check.

E. Failure to show good judgment.

#### III. English

A. Weakness in sentence structure.

- Run-on sentence.
- Non-sentence.

B. Punctuation.

- Use of comma.
- Use of apostrophe.
- Use of hyphen.
- Use of quotation marks.
- Use of upper case letters for titles.

#### IV. Typewriting

A. Technique.

- Inaccuracy.
- Eye-shifting.
- Lack of continuity.
- Unevenness of touch.
- Faulty shift-key technique.
- Strike-overs.
- Poor erasures.
- Faulty insertion of paper.

B. Form

- Poor placement on the page.
- Unattractive or ineffective set-up.



3. Uneven margins.
4. Incorrect handling of the inserts, and of "attention" and "subject" lines.
5. Omission of or incorrect handling of the "mechanics" of the letter.
  - A. Date.
  - B. Inside address.
  - C. Salutation.
  - D. Closing.
  - E. Key.
  - F. Enclosures.
6. Confusion of various letter styles.
- C. Failure to check.
- D. Failure to show good judgment.

#### LETTER TO PARENTS

My dear Mr. and Mrs:

We are very sorry indeed to have to inform you that, at the close of the last marking period,..... received a grade of..... In our opinion, this low rating was caused chiefly by

1. Absence. She has been out of class.....times.
2. Lack of interest, and lack of desire for success, indicated by indifference, lack of application, irresponsibility, inadequate home preparation, carelessness or slovenliness.
3. Failure to read carefully, understand exactly, and

follow precisely, the instructions given.

4. Failure to make the best use of the time allowed.
5. Failure to use correctly the dictionaries provided.
6. Failure to check.
7. Failure to maintain self-control.
8. Specific language weakness, such as sentence structure.
9. Failure to make intelligent preparation through the necessary practice and review.
10. Failure to meet the speed requirements of the subject.

Each or all of these weaknesses can be removed, providing that she honestly and earnestly *wants* to succeed, and can put in extra hours in study. The Secretarial Department has made careful provision for individual conferences, special help and special direction for all pupils who ask for it.

We know that we can count on your interest in.....'s development. Will you help us in our efforts to make her responsible for working up to the very limits of her capacity? Failure in shorthand or typewriting is unnecessary, and can be prevented by concentrated, coöperative and intelligent efforts by pupil, parents and teachers, in all but the most unusual cases. The Secretarial Department needs your

assistance in its work of providing special opportunities to make up for deficiencies now. If you will talk the whole matter over with ....., and find out just where the trouble lies, and then encourage and insist upon systematic study, we believe we can do the rest.

We hope to be able to send you a report of satisfactory accomplishment at the end of the term.

Very truly yours,

Teacher.  
VERA MAIN,  
Chairman.

#### Projects in History

Projects, especially those of a manual sort, have been used in many phases of the learning process with considerable success. Especially has this been true of primary education and the natural sciences. Last term the writer attempted to see what results could be obtained by this method in history. Students were encouraged to do a project in place of one of their usual book reports. The field was European history. Most of the resulting ideas came from their own imagination.

The following is a list of the principal projects submitted. Most of them are models unless otherwise indicated:

1. Egyptian mummy.
2. Roman galley.
3. Chinese junk.
4. The manor.

5. The Santa Maria.
6. A joust between two knights.
7. Playlet on feudal justice.
8. Oil painting of a spinning wheel (somewhat crude).
9. Large maps comparing Europe in 1810 and 1815.
10. Electric question - answer box. (To operate, one connects a wire to a rod above a question, and when a second wire touches the correct answer, a bulb flashes. Highly ingenious, and mechanically perfect.)
11. A chart of events in Napoleon's life.
12. The Industrial Revolution as depicted in stamps. (Stamps showed primitive tools, machines, skyscrapers, etc. Appropriate comments accompanied the stamps. They came from all parts of the world with the largest group from Russia, which features such pictures of technological development.)
13. Storming of the Bastille.
14. Handweaving with wool.
15. History of railroad transportation. (Six wooden models from the Tom Thumb to the modern giant locomotive. Most



of the parts were obtained in the five-and-ten, but the combination to produce realistic motion took much effort).

16. A soap cartoon representing labor and capital both reaching for the dollar.
17. A scrapbook having about thirty full page sketches illustrating the history of woman's dress.
18. An original cartoon on feminism.
19. Wooden model of a telephone.
20. Drawings of Napoleon, Bismarck and other historical figures.
21. Cartoon of the handicraft vs. the machines age, etc.
22. Four guillotines probably inspired by the film "The Scarlet Pimpernel". (Very realistically constructed and somewhat gory. Complete with platform, blade, and even imitation blood stains.)
23. A model of a steam engine that worked with the use of alcohol as a fuel.
24. Model of the continental system showing ships blockading Europe.
25. Scrapbooks of newspaper clippings and pictures about current events and its relation to history.

The students in making these

projects were not restricted as to media, using wood, soap, cardboard, wiring, metal, and so forth. The range of ideas was surprisingly extensive. Technical execution varied from excellent to mediocre. Hobbies from stamp collecting to fashion design were brought into play and linked with history.

At the end of the term an exhibit was held in the library, and students had the satisfaction of showing their friends the results of their efforts. After the exhibit was over the need became apparent for a social science museum where these projects could be kept and added to from term to term. If arranged in topical and chronological units the models might be of great value in bringing about more concrete visualization of the past. Furthermore the tie-up with art, mechanics, science, and literature represents the much needed correlation our progressive educators have been stressing.

SAUL ISRAEL.

Erasmus Hall High School.

#### Helping the Student to Master Numbers in French

A host of devices presents itself to the teacher in drilling cardinal numbers with his class: counting, age-telling, solving simple arithmetic problems, giving home addresses, reciting well-known historical dates, and many others. The pupil naturally tires very quickly if the teacher consistently ad-

heres to one or even two of any given number of devices. We have found that by incorporating many if not all of the aforesaid drills, the pupil not only loses his fear of the "tricky" French numbers, but also acquires a fair amount of ease and accuracy in using them orally.

The following method in helping students learn numbers painlessly has proved quite inspiring. The teacher, after having recalled the important part that the telephone plays in our daily life, asks the members of the class how many would like to learn how to make a telephone call when in Paris (needless to say all beginners of French have been told that each of them will visit the French Capital sometime during their lives.) An instantaneous glow on all faces and a waving of hands constitute their response to the question. The class is then told that, as in New York, Paris telephone numbers consist of the name of the exchange followed by the number and that it would, therefore, be necessary to learn several exchanges. Only a few minutes will suffice to have the class learn several exchanges orally. These are then written on the board: Archives, Elysée, Opéra, Trudaine, Louvre, Passy. The teacher illustrates, by a few examples, how a complete telephone number sounds in French as: Archives dix-huit, trente - trois; Louvre cinquante-

sept, quatorzevingt-treize. The pupils soon realize that the figures are not given individually but in pairs and that each pair of numbers constitutes a unit in telephoning. The telephone numbers used by the teacher orally are written on the board thus: Archives 18:33, Louvre 57:93. Several minutes are spent in oral practice, the pupils offering their own exchanges and combinations of numbers. Each pupil is told to write on a slip of paper a telephone number. A telephone operator is appointed. A pupil is called on to go to the blackboard in the rear of the room to write his telephone number. Another pupil is asked to call that number. The telephone operator, of course, is the only one that must not look at the blackboard. The operator repeats the number called. He is corrected by a third member of the class should he repeat the wrong number. At intervals, different students are invited to act as telephone operators. As the aim is drilling numbers, the French equivalent of "Hello," "Wrong number," "One moment, please" and other expressions incidental to telephoning are not included in this exercise.

Because numbers of two digits present by far the greatest difficulty to students, we feel that the drill just outlined is interesting as well as useful.

LOUIS J. GENDELL.

Evander Childs High School.



## Work for Gifted Students

Much has been done of late for the backward child. Guidance, vocational and educational, homogeneous grouping, revision of syllabi and of the entire course of study have been tried.

What has been and is being done for the superior student? Is his need of guidance less important? In solving the problems of the slow student, is the good student to be neglected?

If one were to attempt in retrospect to discover why one has chosen a certain trade or profession, omitting family tradition for the moment, it is quite possible that the motivating force in many cases has been success in an initial attempt or encouragement from one's superiors.

I wish to describe here what has been done in the French Department of the Samuel J. Tilden High School to encourage the superior student.

### I. FRENCH ASSEMBLIES

Each term we attempt to arouse the interest of the promising student of French and to reward past excellence in the language. This is accomplished in the following way.

Honor certificates are awarded to those students who achieved excellence in French during the preceding term. A special assembly is held for the purpose of distributing these certificates. It devolves

upon the French club to prepare the entertainment attendant upon this program. However, it is not only in the distribution of these coveted awards that we feel we are helping the bright student, but in the preparation of the program for this assembly. This program is considered as a term project of the department. The services of teachers and students alike are enlisted.

In view of the fact that this is a highly selective group, a highly selective type of entertainment can be presented. A play all in French has its best opportunity before such an assembly. A marionette play in French can be keenly appreciated by such a group, whereas it might be an absolute failure in the larger general assembly.

The general outline of the program we have tried is as follows:

1. Divertissements,
2. Discours d'accueil par un des professeurs de la section française,
3. Distribution des certificats par le chef de la section,
4. Chant, "La Marseillaise".

It is the preparation of the entertainment part of the program that taxes the ingenuity of the students.

I wish to suggest some types of entertainment: several were tried by us with a considerable degree of success.

1. A musical program.

2. A declamation contest.
3. A short play in French.
4. Slides with lecture by student or teacher.
5. Puppet or marionette show.
6. Outside speaker.

It is needless to indicate how important and necessary is the co-operation of the French students in this sort of undertaking. Fortunately, girls and boys of the high school age love the thrill of participating in an entertainment program and they will go to no end of trouble to rehearse, to change, to perfect, for they consider it a personal triumph if the performance is successful.

In the past we have kept these assemblies as informal affairs in that we have used the music room instead of the auditorium. The project each time has been such a success that we have been urged from time to time by the students to use the auditorium so that we could have a larger audience.

There are many details which go to make this type of activity a success. I wish to enumerate some of these because, although they may seem insignificant, experience has shown that it is unwise to overlook them.

1. It is necessary to give the project publicity. This can be done through the usual channels (school newspaper, announcement by French teachers, and so forth).
2. Invitations should be sent to

the parents of the students receiving honor certificates. The reason for this is obvious.

3. Formal invitations should be sent to the principal, deans, and others.

4. Programs should be distributed during the assembly. Whenever possible the names of the honored students should be listed.

5. It is advisable to appoint student ushers to be of general assistance during the performance. If no costumes are available for them, a middie blouse and skirt, with a red, white and blue band across the blouse, look very impressive.

6. Certificates should be presented individually to the students by the chairman.

In conclusion, if the entertainment portion of the program is of sufficient merit it can be presented in toto on "French Day", celebrated each term at Washington Irving High School by the inter-high school French club organization.

### II. FRENCH CORRESPONDENCE CLUB

This term, at the requests of innumerable students, we are going to organize a French correspondence club. Literally hundreds of our students are at present corresponding with students in France. They receive and are very anxious to show the very interesting letters, magazines and "articles de Paris".



Some of the magazines, pictures and cards they receive would be the pride of any French teacher.

Reading some of the letters written in English by the French girls and boys are a revelation to our students. They marvel at the ease of expression of their French friends and we feel that they are inspired to emulate them.

I have attempted to describe here merely two phases of the work we have done to encourage interest in French, to reward achievement in the language, and, by almost personal contact with the French, to bring about an understanding of the people and an appreciation of their contributions to our culture.

ROSE WOLFE.

Samuel J. Tilden High School.

### "Our Business Laboratory"

All courses of studies have among their objectives those intangible ones of neatness, accuracy, dependability, character training, coöperation and socialization. We, in the accounting department, feel that we have in our new "Business Laboratory Course" situations which call into play all of the above mentioned objectives plus a much needed integration of the various highly departmentalized high school subjects such as accounting, law, economics, English, typewriting, stenography, and so on.

This integrated laboratory course is mainly open to seniors who conduct a paint business known as

Universal Products, using the forms common in the business world.

Twenty-nine positions are open, ranging from office girl to head positions in the purchasing, accounting, credit and general manager departments.

Each applicant writes a letter of application requesting an interview. These letters are then objectively criticized with the stress upon originality. When the letters have been rewritten in a satisfactory manner, the applicants are granted a private interview. This interview gives us an opportunity to select the people for our key positions and also call to the applicants' attention a number of personal and worth-while attributes which are essential in any contact with the business world. After the interview the pupils are assigned to positions which are commensurate with their abilities.

To facilitate matters we divide our group into two sections, one consisting of five people who act as if from the outside world and place all orders and correspondence with the main organization.

The other group consists of twenty-four people who comprise the organization of Universal Products. These are distributed among four departments:

- A. The credit department.
- B. The general manager's department.
- C. The purchasing department.
- D. The bookkeeping department.

The head of each department is responsible for the efficiency of the workers and the general appearance of the records. Each person in the organization has a separate file which the general manager, who is the teacher, can consult at any time.

Students are rotated among the various positions as soon as they have mastered their job.

### PROCEDURE

Fifteen orders are placed each day by those from the outside world, who make use of the mail, telegraph blanks and telephone service. These orders are relayed through the various departments until they reach the credit department. This department assumes all responsibility in the granting of credit. The pupils have no text-books to guide them; their only source of information is derived from the original records prepared by the accounting department. As the credit department's decisions are based upon these records, you can readily see the interdependence of both departments and the need for accuracy. Courtesy in the securing of information is always stressed.

Whenever credit is refused, an original letter must be written which will accomplish two things:

1. Inform the customer of the circumstances.
2. Maintain cordial relations between the two concerns.

### BOOKKEEPING DEPARTMENT

This department embraces all positions which pertain to the recording of information. The department secures its information from original records compiled by the Billing Department. The work of the various bookkeepers is controlled by the head bookkeeper, who assumes all responsibility for the accuracy of the work. Records which do not coincide must be checked to account for the discrepancies. This often involves days of checking and pupils are unable to refer to any text-book for the necessary answer.

Accuracy plus care in filing and recording original invoices, is the only preventive against future errors.

### PURCHASING DEPARTMENT

This department must continually keep Universal Products supplied with merchandise at the lowest possible cost. The department has a list of brands and quotations from a number of companies, and exercises its own judgment regarding the replenishing of supplies and the people from whom it purchases. Accurate reports from the shipping and receiving department are essential to the proper functioning of the purchasing department.

### MARKS

We attempt to mark the pupils from the viewpoint of employers.



An efficiency chart is posted in the room, which lists the name of the student and her ratings in the following:

1. Start
2. Ending
3. Industry
4. Character of Work
5. Accuracy
6. Style
7. Cheerfulness
8. Files
9. General Estimate

#### SUMMARY

Probably the greatest benefits derived by the students from this course are:

1. The feeling of working together towards a common end.
2. The knowledge that inaccuracy impedes the work of the dependent departments.
3. Facing situations which cannot be answered by references to a text-book.
4. The invaluable personal criticisms of the instructor, who is helping the student to adjust herself to new situations and calling to attention little faults which mar the general character of the student's work.

SOLOMON STEINFELD.

Julia Richman High School.

#### Lesson Plan

The following set of lessons may be—in fact has been—used in the

work of the third and fourth terms.

On the technical English day, the form of the business letter is taught. Then the technique of the letter of application is discussed and examples of good answers to advertisements are read. The assignment for the next day (composition lesson) is to bring in an advertisement for a position which the student is capable of filling. If no suitable advertisement can be found (this is very possible), the student is permitted to "make one up". He is also to bring proper stationary to class.

On the composition day, the lesson of the day before is rapidly reviewed. The students then write in class the letter answering the advertisement. Towards the end of the period the letters are collected and given to one student in each row. This student is to choose the best letter in his group and prepare an interview for the oral English lesson.

On the Oral English day, the interviewer goes up to the desk, reads the advertisement and the answer, and calls the student he has chosen to interview. The class criticizes both students. This is excellent training in poise and good speech.

I have found these lessons very satisfactory. They arouse the interest of the class because of the real life situation involved.

P. S. LAPOLLA.  
Abraham Lincoln High School.

## EDUCATIONAL NOTES AND COMMENT

### Experiments in Social Science

THE Social Science Section of the New York Society for the Study of Experimental Education has organized a committee to gather information regarding experimental activities in the social sciences. The committee hopes to act as a clearing house for information of this nature on the various educational levels.

HIGH POINTS has done valuable work in opening its pages to reports of experimental activities on the secondary level. The committee feels that additional benefits may be obtained through discussion, criticism, and evaluation of these activities at section meetings. It is the aim of the committee to arrange a series of meetings for this purpose.

The committee is desirous of hearing from teachers who are conducting or have conducted work of an experimental nature, and also from those who are aware of similar work which should be more generally known.

Such information may be sent to the writer who is gathering this data for the Secondary Schools Committee of the Social Science Section.

IRA SHIMBERG.

New Utrecht High School.

### Notes on the Fifteenth Annual Meeting of the National Council for the Social Studies\*

Pennsylvania Hotel, New York City, November 29, 30, 1935.

With the possible exception of the American Historical Association, the National Council for the Social Studies is the most important national professional organization for teachers of the social studies. It is therefore to be regretted that so few New York City High School Teachers took advantage of the opportunity of attending the meeting in the Pennsylvania Hotel on November 29 and 30. This conference of the National Council was held in cooperation with the Middle States Association of History Teachers and fourteen other state and city social-studies teachers' organizations.

The program was varied, consisting of some two dozen papers and addresses on different aspects of the social studies. In view of the events of the past year, it was to be expected that such questions as academic freedom, the classroom application of some of the "Conclusions and Recommendations" of the Commission on the Social Studies, the development of history instruction into a more realistic dis-

\*Report made to the History Department of Samuel J. Tilden High School on December 17, 1935.



cipline, and the fusion and integration of the social studies curriculum would be discussed. Judging by attendance, the sectional meetings on the curriculum and academic freedom were considered the most important.

#### THE CURRICULUM

Concerning the nature of the curriculum, the major addresses seemed to stress adherence to the traditional organization of the social studies. Professor Carleton J. H. Hayes of Columbia University reminded teachers of the constants in human nature and the statics in history. Explaining how the industrial revolution had increased the effectiveness of propaganda, he emphasized the urgency of halting the rapidly increasing gullibility of the masses. Professor Hayes pointed out the danger of making history a stepsister of current events and concluded with the assertion that only by studying history far into the past could long-term trends be detected and profitable predictions attempted. Dr. Henry Johnson of Teachers College spoke of the ideal of teaching "world history, one and the same, for all the schools in the world". He indicated how difficult such a task was and how distant we were from the ideal. With entertaining badinage Professor Johnson expostulated with those who favor the fusion idea. Illustrating the lack of plan or purpose of some social studies units, he

pleaded for old fashioned history. Indicating his disapproval, he characterized the fusion plan as "history in fragments", history as a series of informal "excursions into the past," "history in bits and chunks". The idea of adapting the subject matter of history to the individual needs and purposes of each child, Dr. Johnson reduced to an absurdity by showing how that would result in history itself becoming meaningless.

Assistant Superintendent John L. Tildsley, whose educational views are always of interest to social studies teachers, could also be counted among those who were unsympathetic to the influence of the progressive school in the social studies curriculum. Dr. Tildsley's paper was not so much concerned with the fusion of the social studies as with the effective and realistic teaching of the present subjects. Evidently, answering the arguments made by social studies organizations recently, and anticipating Mr. Lucian Lamm's plea made at another section of this conference for the inclusion of more social science in the course of study, Dr. Tildsley pointed out rather forcefully that the social studies have yet to prove their worthwhileness as a mental discipline as compared to other subjects. His thesis being that the all important task of education is to produce the good man, the social studies could not become a core subject, unless they

produced the good man who would thus become the good citizen. Dr. Tildsley, in answer to questions, extemporaneously defined the good man as one who will not shirk the difficult task; as one who knows how to work; as one who will not stay put; "one who will not be a good party man, who will often be a trouble maker, always a danger to the powers that are". Frankly sceptical of the present evidence of the values of social studies teaching, Superintendent Tildsley emphasized the need for segregation and branded the principle of automatic promotion as a major evil. One practical suggestion made was that the New York City Ancient History Course (History "A") should not attempt to give a continuous account of changing civilization, but rather present a series of Kulturbilder.

The only notable exceptions to the traditional viewpoint in social studies teaching were the papers of Professor A. C. Krey of the University of Minnesota and Professor D. V. Smith of State Teachers College. Dr. Smith advocated a six-year vertically integrated program for the social studies in the junior and senior high schools. Professor Krey described the recent experiment at the University of Minnesota in the application of the principles recommended by the Commission on the Social Studies. Mr. Michael Levine of New Utrecht High School also implied

the necessity for curricula and textbook revision in American history, if realistic and functional teaching were to result. Mr. Levine's paper, thoroughly analyzing some thirteen American history text-books used in the New York City high schools, showed that they treated present-day social problems inadequately.

#### FREEDOM OF TEACHING

The dominant theme throughout the National Council's two-day convention was that of academic freedom for the social studies teacher. Professor George S. Counts of Teachers College struck the note at the opening meeting by declaring that now, in time of crisis, when history teaching can be most effective and has taken on social significance, legislation is being passed all over the country to silence the teacher. Dr. Dixon Ryan Fox, President of Union College and of the New York State Historical Association and co-editor of the renowned twelve volume series on "American Life", in a dignified address, condemned the attempt of misguided individuals to substitute the muzzle for the lamp as the symbol of education. It was his opinion that ideas could not be lynched by sudden legislation, such as loyalty oaths, but rather dissolved by better ideas. The patrioteers, declared Dr. Fox, in their desire to save the Constitution, are wrecking it by violating the spirit if not the letter of the



first amendment to the Constitution.

The sectional meeting that subsequently received the greatest amount of newspaper publicity dealt with the freedom of teaching. Dr. Abraham Lefkowitz of the High School of Commerce, in a lengthy paper, analyzed the loyalty oath movement from its inception at the D. A. R. convention in 1929 to its present stringent form in Georgia\* and Vermont. According to Dr. Lefkowitz, the Toryism behind loyalty oaths are a "greater menace to American liberties than the mouthings of soap-box radicals". Dr. Lefkowitz contended that the real purpose of loyalty oaths in most of the 22 states was not to combat communism, but to prevent any type of social change. "Any teacher who can still teach realistically in Georgia", he declared, "deserves a seat in the hall of fame for mental acrobatics". Mr. Roger N. Baldwin, director of the American Civil Liberties Union, answering the question, "Can the American teacher be free?" stressed the immediate need of organizing the teaching profession in order to fight the pressure groups. Mr. Baldwin

\*In Georgia, every employee connected with a school, even the janitors, must refrain from "directly or indirectly subscribing to" any theory of government or economics or of social relations mental principle of patriotism and high "which is inconsistent with the fundamental ideals of Americanism." (Quoted in *New York Times*, December 8, 1935.)

stated that teachers' organizations, to be effective, must ally themselves with those elements in the community which are the friends of public education.

In the discussion that followed, Dr. Herbert D. A. Donovan of the James Madison High School, objected to the one-sided presentation of the subject. Dr. Donovan said in part, "I think loyalty oaths for teachers are open to criticism, although not the kind of criticism heaped on them by Dr. Lefkowitz. And I happen to think that members of the American Legion, the D. A. R., the Veterans of Foreign Wars and the United States Chamber of Commerce are, on the whole, quite estimable citizens". Dr. Donovan asserted that Dr. Lefkowitz had falsely assumed that fascism was a more immediate menace than communism. "There is a Red menace, and the educators of the country know it," was Dr. Donovan's conclusion.

No startlingly new ideas were discussed nor changed points of view presented at this conference. Yet it did tend to emphasize and even clarify some of the important problems that daily challenge the teachers of the social studies. If any one conclusion can be drawn, it is that history teachers are no longer oblivious of their social setting. They have begun to realize that before they can attempt to educate for citizenship, they must themselves be able to realistically

penetrate into community life. Dr. Tildsley may be right when he cites teacher diffidence and inefficiency as the chief causes for lack of realistic teaching in the social studies, but if there is any other contributing cause it should be removed.

LOUIS A. SCHUKER.

Samuel J. Tilden High School.

### Nature Gardens in City Schools

When we seek to ascribe values to an educational project it soon becomes evident that some of the values are of the remote or ultimate type and, therefore, difficult of proof; other values loom up as immediate in character and are, therefore, more tangible. It is these immediate values that appear more interesting since we have been able to see them develop in the nature garden work and we know that they are present.

The most obvious value that is derived from any nature work in our schools comes from the fact that we are dealing with city children. These youngsters grow up in our city schools with hardly a taste of out-of-doors. They know things factual. They are impressed with the speed and tempo of city life. But they never have the chance to learn of the patience and the planning that comes from association with growing things. They have lacked the opportunity of "creating", of doing, in a field that can be with them always. We

are proud of our shops, our manual opportunities in the school, but in all these the child is but imitating scenes of an industrial world. True, that is the world in which he will live, but that entire world is built on nature and its interrelationship. Should not the child attain a concept of this?

It would be a weak statement to talk of gardening as a vocation. But surely it has many avocational possibilities. There is a pride in accomplishment. When a youngster plants a seed and later pulls forth a radish he is impressed with the fruition of his own work, the importance of growth. Grown-ups of the city revel when they have a two-by-four garden patch. But too often they blunder along with it. Why not give them some direction during their early years?

The garden may be correlated with other subjects. To be specific, in the high schools we speak, in biology, of plant and animal breeding. We talk of Kanred wheat and how it developed; of the husks of grains and its importance in staving off beriberi. But often we know that we are merely mouthing words. For our youngsters don't know what wheat looks like on the staff or what a husk is. Yet in many of our schools garden projects in growing the staples of the forty-eight states have been successfully undertaken. The youngsters who work there know what wheat is, they know the difficulty of its



development. They know of the hazards of dryness, of insect pests. Talk to an advanced high school zoology class of the ravages of the tobacco worm and you waste words. Show a tomato plant stripped of its foliage by the tobacco worm and the youngster understands. The nature garden is, therefore, a means of correlation in the elementary school and a means of building useful precepts for the natural sciences of the high school.

The nature garden also offers itself as a part of the "many sided" education that modern educational philosophy recommends. There is opportunity for development of manual skills, for manipulation, for recognition. Most important, there is actual accomplishment of the entire cycle of a problem and its solution. Projects and problems are concrete. When the nature garden is used as a part of the educational scheme the youngster may be presented with a very real problem; he may plan his work. Finally, there is the actual development and completion of the job in concrete terms. He has achieved a completed unit of activity when he removes his crop from the garden. That, in the last analysis, is learning through actual experience.

Briefly the values of our nature garden work to city children may be summarized as follows:

1. The city child is taken out of doors.

2. The city child finds out some of the intricacies of nature.
3. Development of avocations for use in leisure time.
4. Correlation with his other activities.
5. Development of skills.
6. Aesthetic value—planning a garden.
7. Achievement of a goal—the student sees completion of a live cycle.
8. Development of judgments in solution of actual problems.
9. A basis for broader concepts in later science courses.
10. A part of a many-sided education.

FRED M. SCHELLHAMMER.  
Evander Childs High School.

### What Cultural Language Clubs Can Offer

It must have been a treat for language teachers to have read Arthur Minton's "Assembly Previews for Language Clubs" in the April, 1935 issue of *HIGH POINTS*. Since the beginning of foreign cultural clubs, it has been a real problem to "entice" youngsters who persist in entertaining the notion that a language club must mean either coaching, map drawing or book reporting. Yes, my dear colleagues, we must "entice"! For

like sirens, we must win lovers for our subjects and clubs. Mr. Minton's ingenious device will bring them in, but the problem now remains, to keep them there. Clubs are supposedly extracurricular forms of diversion. Therefore, only twenty weeks of planned "good times" will keep our fickle admirers with us.

Variety being the spice of a French Club, the following varied program was prepared for my extremely overcrowded "Cercle Français". One week before registration took place, this program and foreword were posted on my bulletin board.

"Le Cercle Français" hopes that its prospective members will find the program for the ensuing term interesting and entertaining. It welcomes any recommendations pertaining to the activities that you may care to suggest.

Prizes are offered to the winners on contest days.

(Note:—It paid to advertise!)

#### Program

Week of September 13. Organization meeting; election of officers; method of procedure (including all of the essential French terminology, such as names of officers and elementary terminology involved in parliamentary procedure).

Week of September 20. Let's See What the French are Doing!

Discussion by the class from *Le Petit Journal*.

Week of September 27. Report on Louis XIV. Film "The Sun King and His Palace at Versailles."

Week of October 3. Contest day: Word Game (books are necessary).

Week of October 10. Song day; the story of "La Marseillaise".

(I suggest the use of a piano or harmonica where phonograph records are not available).

Week of October 17. Slides on the Riviera.

Week of October 24. Contest day: original cross-word puzzles. (Books are needed).

Week of October 31. Visit to the newspaper plant of "L'Amérique".

Week of November 7. Talk on "Normandy, the Garden of France; Brittany, the Fishing Province".

Week of November 14. Visit to a French steamer.

Week of November 21. Talk: Touring the Gold Coast Towns of France. Film: Nice, Cannes and Monte Carlo.

Week of December 5. Discussion, "Vive La France" (customs). Song Day.

Week of December 19. La fête de Noël. Joyeux Noël et Bonne Année.

Week of January 2. French Plays: (1) "L'Apprenti du Barbier". (2) "Un Tour de Gascogne".

(Note:—Dramatized and acted



out by more advanced students with a preliminary English synopsis.)

Week of January 9. Let's Travel; talk by the children. Slides: France.

Week of January 16. Visit to the French Museum.

Week of January 23. Report: Scenes in Paris. Slides: "Highways and Byways of Paris".

The wealth of cultural knowledge which the students "painlessly" acquire in this way is indeed astounding. What more charming ways are there of learning about France, her customs and the people, than by slides and moving pictures which are preceded by preliminary reports and concluded by socialized discussions? How can we better bring to them the simplicity of the French peasants and their love of the soil than by showing them copies of Breton's "Song of the Lark" or Millet's "The Gleaners", the "Angelus" or "The Shepherdess", than by taking them to the museum (with a preceding verbal introduction so that they may know what to seek). Trips to French steamers stimulate their spirit of adventure. Fluency is stressed in the French songs and plays. Highlights of history are brought out in the French stories.

Here is a program actually in use and successfully so. It makes pupil activity its criterion, correlates with our syllabus, makes the living France and her culture the

joy and delight they should be.  
SYLVIA HELLER SAMUELSON,  
Junior High School 115,  
Manhattan.

### The Intramural Bugaboo

Now that intramural athletics are a part of every well-rounded program of health education, not only in high and preparatory schools, but colleges and universities as well, it might be worth while to consider this project with a view toward the realization of greater efficiency and more comprehensive results.

The first consideration is that of participation, and the following questions naturally assert themselves: (1) Is every one engaged in or given an opportunity to engage in sports? (2) Is the activity a nominal one or a real outlet for athletic enthusiasm? (3) Is sufficient time allowed the participants so that they may receive real benefits from the activities? In short, do intramural athletics accomplish what they set out to do or are they a nominal activity only, with great gaps to be filled in by future development and growth?

In answering these questions we must have a clear view of the present situation, of which a few of the outstanding features herewith present themselves. Remember that we are confining ourselves to high schools only and preferably those within the metropolitan district.

First, it is questionable whether 50% of the local high schools are adequately equipped to conduct a satisfactory intramural program of athletics. This is largely due to lack of play space and facilities.

Secondly, those that are equipped to control adequately an intramural program of sports generally allow the activity to run second in importance in the sports program of the department, giving way to the major team sports, such as football, basketball, and so forth, with the result that even if a complete system of intramural athletics were organized, it would still suffer by reason of lack of time and faculty supervision. Naturally, the school teams would have the choice of play-space, equipment, teachers and so forth, which leaves the poor intramurals with very little.

Thirdly, so many schools are on part-time schedules, with double and even triple sessions, overlapping and joining, that a successful program would be physically impossible, no matter what the standing in point of importance the intramurals had in the health education program, or what the standard of satisfaction was as presented by the physical qualifications of the school.

Fourthly, granting all conditions to be ideal, space, facilities, supervision, stress of precedence, we still have the original question to answer, namely, is it a completely

successful program from the standpoint of participation, activity, educational, physical, mental and moral results, and the like?

Taking up the last, or fourth issue, permit me to cite an instance from personal experience of how a health educator, faced with a situation combining some of the conditions before mentioned, attempted to solve his problem. In a certain school, this teacher was assigned (at his own request), to take charge of the intramural program of athletics. Like most of his fellow-teachers he issued the customary calls and announcements concerning the proposed intramural tournament, in basketball, let us say, and in the course of time received about twenty-five team entries from as many official class sections. Nominal entry fees are required, by the way.

A tournament was played on an elimination basis, and in the course of six or seven weeks a winner was declared and duly acclaimed. The teacher congratulated himself upon the smooth conduct of the games and particularly applauded himself for the student-control feature that he added to the tournament. That is, he had student officials, student guards to patrol the floor and seating facilities, student officers and directors to record and report the results.

The following year he improved on his method. No entry fees were required, more teams were



admitted as a result, a social and administrative organization known as the Boys' Athletic Association, or the B.A.A., for short, was organized to control all intramural projects, a color contest scheme was introduced to increase the competitive interest and with student-control more than ever to the fore, he thought he had every reason to place himself upon a pedestal for the superlative standard (as he thought) of his intramural activities.

A helpful associate happened to remark that an elimination tournament did not consistently and successfully represent the ideal of intramural athletics, because when a team was eliminated from the contest the members ceased to be active. Therefore, all benefits stopped insofar as they were concerned. Furthermore, as interest increased in the ultimate results, the benefits decreased almost in direct ratio as players were eliminated from the contest. The teacher agreed, but what to do to solve this problem?

The teacher fell upon this plan: As soon as a team was eliminated it was entered in a consolation tournament, giving the losing team at least one more chance to redeem itself and keep in the running. But this did not satisfy. The next step was a revelation in intramural activity. As a tournament was started and sufficient time given for the customary losers to drop out, an-

other tournament was organized, of a different type of activity, to pick up the losing teams and keep them active until a new activity was provided. In this way, six or more contests were staged in sequence, such as basketball, volley ball, indoor baseball, punch ball, handball and ping pong, one following closely upon the heels of another until at the finish there were sometimes six tournaments going on at one and the same time. The B. A. A. furnished the administrative power to run the program without breakdowns, friction or other common causes for failure, plus careful organization in advance.

With beaming smiles the teacher now mopped his perspiring brow and admitted that he had reached the final stage of intramural organization. Think of it: six tournaments per term, a Barnum and Bailey galaxy of activities, smoothly conducted and successfully completed, what could be finer? It was "the last word." But wait: a sneaking suspicion of guilt began to stir surreptitiously within the inner consciousness of the now harassed pedagogue. Doubt began to assail him. How about the boys who did not enter the tournaments and were consequently inactive? True, adequate provisions seemed to have been made for the ones who voluntarily offered to participate, but how about those who did not offer to volunteer their activity, and who in all probability needed the activ-

ity more than those that had entered? Could his intramural program be termed completely successful unless he enlisted the interest and activity of these lazy ones? How get these pesky backsliders into the game?

Inspiration came with the dawn of a benighted struggle. The fault lay—in the beginning: Instead of starting with the official class section as the basis of team organization, let us start with the Health Education, the gym class, where it properly belongs. Organize each gym class on an intramural basis with every capable student on a team. Make this a part of the required work in P. T. Play out a round-robin (not an elimination) program of activity as part of the squad activity of the day's order. Get the winners of each gym class and pit them against each other in an elimination contest after school. The B. A. A. and student-control, or socialized health education activity, if you prefer, would then step in to assume control and conduct the tournament. A champion would then be a real champion, with every available boy entered and actively engaged in the sport. Voilà! 100% intramural sports activity!

And that is how it was done. As the tournament gave up its winners of each health education class to be withdrawn for the extra-curricular contest after school, another contest was started and the boys en-

tered into another round of sports activity. The program was continued as long as time permitted and was guided by the appropriateness of the sport as well as its adjustment to school regulations and conditions.

So now we have it—the perfect 100% intramural contest! (until a more perfect one comes along). The intramural bugaboo is scared away from his accustomed haunts. We know that there is nothing to fear now; intramural athletics is a reality and not a ghost. It can be materialized and utilized. There is no further need to whisper in awesome tones when speaking of this dread apparition. If anyone tells you "there ain't no such animal" as a complete intramural program of athletics, bet him a dime you can produce the evidence; and if further intrigued, try it yourself. If you do, you'll get a new slant on major athletics, school spirit, character education and particularly socialized effort and organization; what educators like to talk about but are content to accept as a matter of preconceived fact. Try it yourself—and see how you like it.

SAMUEL P. SHARRON.  
Thomas Jefferson High School.

#### Making Shorthand Students Speed-Minded

Since the attainment of speed plus the ability to read back the notes, is the ultimate goal in the



learning of shorthand, it becomes more and more important that the ultimate goal should be built upon a firm foundation. The prevailing subdivisions of the shorthand course into terms one and two, for theory; and three and four, for speed, may frequently result in a concentration of effort on theory in terms one and two, with an unrealized disregard for the necessity of building high speed in writing from the very beginning.

While a good many teachers realize, and often try to build speed foundations from the very beginning, after a few desultory efforts, the attempts to gain speed are discarded in favor of the more substantial routine of drills for theory and rules only.

Because, to my mind, the attainment of speed in shorthand is the goal of a student who seeks to learn some teachers might be interested in my suggestions for building speed from the very beginning.

The most formative period for building the speed of the shorthand student is during the early weeks of the first term of shorthand, although the process continues throughout the entire shorthand course. It is during these first few weeks that the constant stress on position of writing, the holding of the pen, the lightness of the stroke, and, in my opinion, the most important of all, the execution of the outline, must be fixed as permanent

attributes of the shorthand student. By execution of outline is meant the rapidity with which the different strokes comprising the outline are struck off, not just drawn.

Some of the important habits to be formed correctly, include, also, proper wrist motion in coordination with finger movements, economy of motion in going from one outline to another, and the development of the habit of thinking ahead of the outline, as well as the ability to carry a good sized load of words.

The developing of speed in terms one and two will require just a bit more from a teacher than simply good teaching. It is a fact that there is a correlation in high speed writing between the fingers and the mind. Lack of practice of a shorthand writer makes the mind rusty and sluggish, as well as the fingers. The telegraphic response from mind to finger is slowed up; the comprehension by the mind of the spoken word is dulled. Knowing this, it becomes advisable to develop not only the proper use of the fingers, but also the proper mental alertness commensurate with the speed to be obtained. A method I use is to constantly keep the class in a state of mental and physical activity from the moment they enter the room until the moment they leave. This I attain by assigning the work and giving all instructions at the ringing of the first bell; starting the

dictation of the review lesson before they are barely through with their assignment; keeping other students in the class writing while the dictation is being read back by different students; changing the reader constantly; asking questions on outlines; dictating at a speed higher than that at which the student could write comfortably and relax (except when developing new strokes or combinations); breaking the monotony of the work (though still keeping them mentally occupied) by an occasional pun (no matter how bad), or a story connected with the topic at hand, or turning a remark for a comical effect, and so to the end of the period.

This attention and constant occupation of mental and physical factors develops in them an alertness which will be of great value in later speed writing.

Another factor tending to achieve the attainment of speed, which should be sown in the early part of the course, is the development of a sense for the omission of words unnecessary to the shorthand copy, but essential in the transcript. The following illustration will explain:

The Shorthand notes as written would read:

"Dear Mr. Barry: One our clients is large company and in connection its advertising plans next year we are anxious get opinions of number representative

business men in few-major cities-country."

The transcript would read as follows:

"Dear Mr. Barry: One of our clients is a large company, and in connection with its advertising plans for next year, we are anxious to get the opinions of a number of representative business men in a few of the major cities of the country."

Total of 45 words—omitted, 12.

Contrary to the general procedure at present used, my own experience has convinced me that the introduction of advanced phrasing principles in shorthand I, is not confusing (provided proper drill accompanies it), but rather adds to the interest as well as the current speed of the student.

Another common misunderstanding is the belief that the student should be dictated to at a speed which he can get comfortably. This type of dictation has its value in the introduction of new words or principles by the use of the sentence method, but its disadvantage is its tendency to develop a certain mental and physical sluggishness which is caused when the student relaxes, and which the student very frequently retains throughout his entire course. To my mind, the ultimate gains far outnumber the disadvantages which appear to result from a dictation which the student is not able to get fully. True, he becomes a



bit discouraged in the beginning, but by the exertion of a little extra effort, which somehow always appears to be in reserve, he finally gets the dictation and derives from it a greater satisfaction than he might have gotten from taking slower dictation. Just as soon as he appears to be getting the dictation comfortably again, that is the time to raise the speed once more so that he is again required to

exert a still further effort, which, from my experience, has rarely failed to materialize in achievement of the required speed.

These are just a few of the points that I find valuable for the purpose of making students speed-minded, both consciously and subconsciously.

EDWARD A. KANTOR.  
Flushing High School.

## REVIEWS

### Mental Health: Its Principles and Practice

By Frank E. Howard, Ph.D., and Frederick L. Patry, M. D., New York, Harper and Brothers, 1935. 551 pages, \$3.50.

OF the many books that have been written on this subject in recent years this one, it seems to me, "tops them all."

"Mental Health," by Howard and Patry, is replete with the "theory and practice" of mental hygiene or mental health. It cannot help but prove particularly useful and stimulating for teachers and other educators, who conduct and *guide* courses in this comparatively new field.

Chapter One attempts a definition of the field and tries to orient the reader with fundamental con-

cepts. The second chapter gives a description of the *homo sapiens* as an energy system, largely from the point of view of creative evolution. Chapter Three attempts to answer the question, "What is mind?" Is it a mystical element that cannot be described or observed? The authors don't think so. Their concept of mind is that it is a unification of experience, a product of living.

Chapters Four and Five deal with the more common weaknesses of the mind and with the preventive and constructive procedures for building the healthy mind. Chapter Six attempts to analyze the emotional life and offers suggestions for its upbuilding. Chapter Seven treats the subject of sex in a more than conventional manner. Chapters Eight and Nine concern themselves with a study of family

relationships and of childhood and youth, and offer some practical hints for the guidance of parents and others. Chapter Ten endeavors to recapitulate the preceding chapters in terms of the total personality.

Chapters Eleven and Twelve are devoted to a rather technical exposition of Dr. Adolf Meyer's objective psychobiology and the various mental disorders.

The most practical chapters of the book are the next three. They deal mainly with childhood personality, maladjustments and deviations, and show specifically how each may be approached and treated. It is a pity that the authors did not devote more space to the particular topic of behavior and personality difficulties.

Chapter Sixteen tells of the work and methods of the visiting teacher. The last chapter gives a brief history of the mental hygiene movement, which is followed by the authors' prophecy as to the development of this field in the near future. The Appendix shows how the psychiatrist and the clinic pursue their work through case histories.

An understanding of the principles and practices of this contribution is a *sine qua non* for mental health.

M. DONALD ADOLPH.  
Thomas Jefferson High School.

### Bibliography of Technical and Industrial Motion Picture Films and Slides

By G. G. Weaver and E. S. Ericson, of the New York State Department of Industrial Education.

In recent years the value of visual aids in education has become a matter of prime importance. Many colleges and universities are maintaining Bureaus of Visual Instruction from which material may be borrowed at small cost. In addition, a large number of manufacturing establishments have prepared motion picture films which have educational value, especially for science and technical courses.

This bibliography contains data on 1,058 films and 218 sets of slides and was compiled for the convenience of industrial and science teachers in order that they may have at their command, information regarding the sources of visual materials. This compilation of films will afford teachers the opportunity to vitalize their classroom work by the use of this very interesting supplemental type of instruction.

Films are classified into 27 subjects; aeronautics, automotive and gas engine mechanics, construction, electricity, forging, foundry, fur industry, heating, ventilating and plumbing, industrial arts, industrial chemistry, industrial economics and



geography, jewelry, machine shop equipment, materials, mechanical drawing, mechanical operating, miscellaneous manufacturing, painting and decorating, printing, safety, science, shoemaking, silversmithing, textiles, vocational guidance, watch and clock making, and welding.

Some of the listings are for sound, such as films on transportation, copper mining, manufacture of motors, steam turbines, chemical properties of water, sound waves, and so forth.

Mention is made of film, lantern and glass slides, as well as stereographs and still films.

FRANK J. ARNOLD.

Haaren High School.

### An Introduction to the Philosophy of Education

By Michael Demiashkevich. American Book Company. \$2.50.

This is one of the more pompous and inflated among recent texts. It is dull, affected, and curiously hostile to most of what American educators within recent years have been struggling to achieve.

Dr. Demiashkevich is a conservative, but a very learned one, and he is at no great pains to hide this fact from his readers. He studs his comments with quotations from the Nichomachean ethics, from Bergson, from the *Revue des Deux Mondes*, Wildon Carr, Einstein, and other abstruse sources. The

good doctor believes that if you can say a thing simply and pointedly, don't.

Some may be awed by Dr. Demiashkevich's inspissated brew of sociology, philosophy (of a kind) and educational dicta. We confess that we were wholly annoyed at the excessive circumlocutions and learned irrelevancies in which this text abounds. We were looking for light and guidance. Mainly, we were constantly impressed with what a really clever fellow the author is, and how stuffily and ostentatiously he writes.

Dr. Demiashkevich does some very loud thumping for the past, and suggests a return to fundamentals (his fundamentals). He belabors the progressive hide with a fiendish thoroughness. He implies that our feverish desire to educate all our people is not quite sound. Our schools, he thinks, ought not to meddle in contemporary movements. Theirs is the task of inculcating lovely notions of what the master thinkers thought the world ought to be. While the world is to go on in its own evil way, the school apparently is to spin in seclusion to the dulcet harmonies of the past soft visions of things that never were on earth.

If you are closely allied to Dr. Demiashkevich in spirit and idea, you will find much here to embrace. If, however, you do not believe

that education can go forward by looking backward, then your gorge will probably rise, perhaps even less politely than ours did, when you read this farraginous tract for the times.

A. H. LASS.

### Psychological Foundations of Education

By J. Stanley Gray. American Book Company, \$2.35.

Dr. Gray here tackles the not inconsiderable task of seeking to ground the content and method of education on some sound concept of the way in which the human being functions as a psychological and social entity.

The book is divided into two parts. Part I deals with the "Nature of Man," and Part II with the "Nature of Education." Dr. Gray gives the most up-to-date findings on individual differences, intelligence, and other moot points. He discusses with great force and clarity what the content of education should be, what are true educational values, and the best method or methods (if any) of making education function effectively, and the measuring the degree and quality of that functioning.

A solid and workmanlike text, in harmony with the conclusions drawn for the physical and more objective sciences, and seeking to tread a cautious and sane path among the conflicting psychologies

of the day, this volume ought to prove very valuable.

This is another fine addition to the rapidly growing American Psychology Series published by the American Book Company. Dr. Henry E. Garrett is the general editor.

A. H. LASS.

### Big Problems on Little Shoulders

By Carl Renz and Mildred Paul Renz. Macmillan, \$1.50.

Only by divesting himself of "the grown-up glasses a muddled maturity has set upon his nose" and looking at life through the "clear and unguarded eyes of childhood" can the parent really understand and help his child. The point is to get the child's perspective. And unless you do this, say Drs. Renz, you may, without knowing it, thwart him, make him a snob, or shackle him with an inferiority complex.

The authors show through the very illuminating case histories they cite how important the parent really is in the forming of the child's character.

The emphasis throughout is on the crucial nature of the early formative years.

The authors are good, but not silly Freudians. Their accounts are not at all sex-ridden, nor is too much made of the Oedipus and Electra complexes, important as



these sometimes are. The book is filled with simple, clear-headed analyses of what makes children what they are.

Parents of young children will find these narratives especially in-

structive. There is much pertinent advice here by two experts who manage to be very helpful and understanding, without preaching or talking down.

A. H. LASS.



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THE ADJUSTMENT OF YOUTH ON RELIEF\*

WHAT is the problem? Dorothy Thompson summed it up for us in her illuminating series of articles in the *Saturday Evening Post* (of July 27, August 10 and 24, 1935) as follows:

"There exists in the United States, alongside our normal social and economic life, a ghostly commonwealth—ghostly because it is largely invisible to those who are not its members. It is a commonwealth of people who live in a separate world, though they live in the midst of us, in our very streets. They can vote; they have the same desires and needs. Curiously, there are proportionately rather more children amongst them than the rest of us have. They constitute between one-sixth and one-seventh of our population, numbering around 20,000,000, and the experts tell us that there are an additional 25,000,000 potential members of their society. They are the people on relief."

However, we are concerned with the problem as it affects our youth. On October 17, 1935, the

press throughout the country released the gloomy report of the National Youth Administration that there are 3,000,000 youth, between 16 and 25, on relief and from 5,000,000 to 8,000,000 "wholly unoccupied," that is, neither working nor attending school. Since in the entire United States the total number of boys and girls and of young men and young women of these ages is about 25,000,000, it can readily be seen that between 40 and 50 per cent of these young people have very little to cheer them in the prospects of the immediate future.

What is the problem in our state? Frederick I. Daniels, on assuming his responsibilities as State Temporary Emergency Relief Administrator, announced that 800,000 children are included in the 500,000 families dependent upon unemployment relief in New York State. Think of it! 800,000 children in families subsisting on unemployment relief; "destitution relief," Dorothy Thompson calls it. The amount of money that has been spent is staggering. In New York City alone between 1932 and 1935, public relief has cost nearly a third of a billion dollars. From April, 1934 to April, 1935, the monthly relief expenditures in New

\*This paper was read at a panel discussion on "Practical Projects for the Adjustment Program" during the Convention of the New York State Association of Deans, held at the Hotel Roosevelt, November 9, 1935.



York State have averaged between twenty and twenty-five million dollars. According to Mr. Daniels, the average for relief in August, 1935 was about \$49 a month for a family. And what does this provide?

"Except in those comparatively rare cases where chisellers evade the law, relief payments in New York State provide a bare minimum of subsistence. There is no pampering and nothing faintly resembling luxury. Consider the cases, in New York City, of the unemployed Mr. Jones, who once earned \$10,000 a year, and the unemployed Mr. Smith, who never earned more than \$25 a week.

"Mr. Jones, Mrs. Jones and their one child, age 5, get a weekly allowance for the three of \$8.10. The breakdown of this budget is: Food, \$4.50; light, 30 cents; fuel, 35 cents; household supplies, 15 cents; rent, \$2.80. This same standard budget holds for Mr. Smith, Mrs. Smith and their one child."\* Supplementary allowances are made for clothing. The average for a family of five in 1934 was about \$15 for the year.

Working under such budgets, in which each person in a family is allowed eight cents per meal, one can readily understand how the percentage of malnutrition among

\*Mr. Daniels, *New York Times*, Nov. 3, 1935.

school children has risen from 13.3 per cent in 1927 to 18.1 per cent in 1934. Attention is also directed again to the fact that very little provision is made in the relief budget for the important item of clothing, and of course there is no money for carfares, amusements, school supplies for children, and the like.

This, then, is the problem: Whether it be through home relief, as it was in the beginning, or work relief, as it is today, we have among our youth in this state those who come from half a million homes that are on the merest subsistence level, very little above the destitution level measured by our vaunted American standard of living. Many of these young people are at present going to school or college; others may be the graduates that our schools and colleges have been sending out in ever-increasing numbers; then there are those whose schooling has been cut short either on the high school or college level because of the economic conditions in the home; and, finally, there are those who normally leave school as soon as they attain the legal age for obtaining employment certificates and who would be the "hewers of wood and drawers of water" except that industry has failed to absorb them as easily as formerly, particularly since machines have become so efficient in this technological day and age.

#### WHAT HAS BEEN DONE FOR YOUTH ON RELIEF

There are three projects that I shall discuss:

- I. The Civilian Conservation Corps.
- II. The National Youth Administration.
- III. The Lincoln Student Relief Fund at the Abraham Lincoln High School.

##### *I. The Civilian Conservation Camps.*

We are all familiar with the program of the Civilian Conservation Corps. Read the report of Frank Ernest Hill, Field Representative of the American Association for Adult Education, recently published, and you will be amazed at what has been accomplished. Although the C. C. Camps are organized on the basis of army corps areas, as Mr. Hill points out, there is no military training whatsoever connected with the life of the camps. On the contrary, the young men without work at home are taken in hand by the directors of the camps, are thrown into the open, building and improving camp sites, or doing other useful work during the day, attending classes at night organized on the basis of felt needs, and engaging in health-producing physical and sport activities. Each camp has a camp adviser who is a counsellor and not a disciplinarian. Every effort is made to buoy up the spirit

of those who have been hardest hit by the depression. Many teachers have gone to the camps and shown a genius for adaptation; on the point of falling into the abysmal depths of despair, they have found themselves by learning how to help others less capable of handling themselves.

Mr. Hill tells about one young fellow named Louis who admitted in an interview with a camp counsellor that he had very little schooling. When told that he would have the opportunity to learn all about the automobile engine by handling the engine himself, he exclaimed, "Gee, I'd like that. Ya know when I get my hands on something I ain't so thick in the head."

One of our Lincoln graduates last term, finding no opportunity for work in the city, enrolled in one of the C. C. Camps. He is an undersized, undernourished, underdeveloped Jewish boy of eighteen, with a history of T. B. on his father's side. His mother has always been in ill health. He has an older brother who had to leave school because of ill health. Sammie's stay in camp so far has produced a lifting of his whole morale. He has grown stronger because of the life in the open. He has developed callouses on his hands. He has learned to recognize the beauties of nature during his stay in the country. He has witnessed the turning of the leaves in



autumn time into golden browns and rich reds. He has learned to thrill to the sunrise and sunset. Sammie has discovered an interest in book binding. Perhaps when he is released from the camp, he will be able to apply for work as a book binder. This, briefly, is what the C. C. Camp is doing for one boy. But, of course, the camps are handicapped by lack of equipment and by an inability to continue the program of adjustment for all the young people registered in them.

What do the Civilian Conservation camps want to conserve? Dr. Marsh, the former educational director, phrased his views as follows: "Forests, and parks and lands? Yes. The morale of families in need? Yes. The physical hardihood of courage in young American manhood? Yes, all of that. But in this democracy we must also conserve and develop the minds of young men." In short, the primary work of the camps should be the saving of men. The time has come for clear recognition of the dominant place of training and the subordination of relief and work projects to it.

When we consider the fact that a million and a half young men have been taken care of by the C. C. Camps since they were started, when we realize that at present about 500,000 are enrolled in about 2500 camps and that the personnel is constantly shifting, for, according to officials,

about 14,000 a month drop out to resume work in their regular vocations, to go to school, or for other reasons, we must give recognition to the fact that the Civilian Conservation Corps project is of great significance.

One question being asked increasingly, according to Mr. Hill, concerns the possible relation of the C. C. Camps to one half of the more than twenty million young Americans it has not directly affected, the young women of the nation. With the 500,000 young men finding work and training of distinct value, are the millions of American girls between the ages of 16 to 25 to receive nothing of a comparable value? In the summer of 1933, New York had the first F.E.R.A. camp in the Palisades Interstate Park. Privately financed, and with a maximum capacity of 150 women, it was a rest camp only. Last year, the F.E.R.A. established a number of summer camps for girls which combined educational and recreational activity. This year, by August 14, such centers had been authorized by the Federal Emergency Relief Administrator located in eleven different states. However, only about \$45,000 was appropriated for this service and the training covered a period of from six weeks to two months, whereas the C. C. Camps enroll young men for from six to fifteen months. It can be seen, therefore, that these experiments

for girls are wholly inadequate. Yet, the need of American young women is a social fact in some respects more serious than that which has brought 500,000 boys into the camps.

As to the C.C.C. project itself, its growth as a permanent organization, as Mr. Hill puts it, might take several different forms according to the purposes behind them:

1. "For example, it might become a method for training young men dissatisfied with the public schools, who could combine work experience and study in the process of carrying out useful public projects. Such a corps might welcome all young men who wished to enter it, those not in financial need receiving perhaps only the compensation which the enrollee now gets after he has sent five-sixths of his wages to his family.

2. "Again, it might be a battalion organized on a sound economic basis to take over definite work on our public domain. This domain is large; it needs far more care than it has received. With soil erosion looming as a permanent responsibility, its boundaries have been extended and its needs intensified.

3. "Finally, a permanent C.C.C. might continue along its present course, functioning primarily as a relief agency, economic and moral, and adjusting itself to the national need. For a considerable period some such agency will be needed. It would represent a safety valve

for unemployed youth and insure a conservation of men from generation to generation. Such an agency would, of course, have some of the aspects of both suggested above."\*

## II. *The National Youth Administration.*

In connection with the president's four billion dollar Works Progress Program, it was felt that some of the money should be set aside to continue providing projects similar to those of the F.E.R.A. in colleges and universities, and to extend the assistance thus given to young people in the secondary schools. Accordingly, the National Youth Administration was provided with funds amounting to about \$50,000,000. In the colleges, students are given an opportunity to earn about \$15 a month doing clerical work or engaging in scientific projects connected with their college studies. In the high schools arrangements are being made to give each student from \$3 to \$6 per month.

At first, only those who qualified under the following were to be eligible for this assistance:

1. Their families had to be on relief as of May, 1935.
2. They had to be sixteen years of age.
3. They had to be of good moral

\*The School in the Camps," by Frank Ernest Hill, page 83.



character and their scholarship record was to be taken into consideration.

Since the beginning of this term there have been a number of changes as follows:

1. The students who will attain their sixteenth birthday by June, 1936, are now eligible for consideration.

2. The matter of equipment in the New York high schools has been waived because of the question of liability. Furthermore, it is felt that any attempt to pay students for activities heretofore rendered on a voluntary basis and for which service credit has been awarded in the school would destroy school morale.

3. Principals are permitted to waive the requirement that the families of students be on home relief. Those who are definitely in need and who are being helped by the school in one way or another may be recommended for the scholarship under the N.Y.A.

Thus far, we of the schools have had to submit one report after another. We have finally gotten to the point where we have drawn up elaborate payrolls and work sheets for work not to be done. Perhaps we shall soon receive the money to be disbursed to those who have waited patiently for their checks.

What is to be gained from this project? It seems to me that college students will earn the money that they are going to get. How-

ever, our high school students will not be working for the money as they are supposed to in accordance with the original plan. Aren't we training our young people to expect patronage from the government? Checks are to be paid for services rendered, but there is to be no service. Furthermore, good scholarship is supposed to be a basis for granting the allotment. But frankly, I have discovered that most of those who have applied for assistance are not so good in their school work. Compared with the Federal project of the Civilian Conservation Camps, the National Youth Administration, certainly as regards high school pupils, will scarcely produce the results of an educational and broad social value worth the expenditure. If the money to be spent on high school boys and girls, at least in New York City, were made available to the Emergency Home Relief Bureau for the purpose of supplementing the budgets of those families that have boys and girls in attendance in school, to provide them with clothing, fares, school supplies not provided by the school, eyeglasses, dental care, etc., the money would be more wisely spent.

### III. *The Relief Project at the Abraham Lincoln High School*

We all remember how at the beginning of the depression, relief was organized in our New York

City schools on the basis of voluntary contributions by teachers. It is to the everlasting credit of the teachers in our school system that nearly \$35,000,000 was contributed by teachers in direct voluntary contributions and indirectly through cuts in our salaries since 1932. At the Abraham Lincoln High School a committee headed by the deans, with the dean of boys as chairman, was set up by the principal to administer the relief work. From the very beginning we made our approach to the problem from the social worker's point of view. All cases were cleared through the Social Service Exchange, through which clearing house confidential information may be obtained concerning all work that has been done with families by the hundreds of welfare agencies throughout the city. In clearing through the Social Service Exchange we have been able to discover immediately those whose families have been helped and are being helped by the Emergency Home Relief Bureau or by any private charitable organization. It has enabled us to contact such agencies for the purpose of coordinating the work of the school with the agency and the home, and for the purpose, too, of avoiding duplication of effort and service.

After the city-wide project of obtaining voluntary contributions from teachers was ended, we felt that because of the poverty existing among the many families that

sent us their children, we ought to continue the welfare work by setting up the Lincoln Student Relief Fund. Money for this fund has been obtained by voluntary contributions from teachers and pupils, and from affairs run by the Parent Teachers' Association of the school.

We are aware of the fact that the United Parents Association of New York City has gone on record as opposing, in principle, the practice of raising money in the schools for charity purposes. As progressive teachers we should endorse the stand of the United Parents Association in principle. But, since the U.P.A., in a recent bulletin, (November, 1935) recognized that "immediate suspension of all collections would not be practical and that it would handicap many schools," and since their recommendation is no more than that "parents should exert their efforts to the end that the city budget for schools would provide for all necessary school activities and that sufficient public funds should be made available for welfare agencies so that relief may be provided by the authorities for all children who are in need," such a project as the one we are conducting at the Abraham Lincoln High School must continue until our benevolent city fathers become more benevolent. We all know that the public welfare laws provide for the care of indigent children; but it is one thing to have a law on our statute books



which says that indigent children should be provided with all that they need to make it possible for them to be in regular attendance in school, and another to get the money provided in our city budgets so that all the needs of our poor children may be satisfied without calling on outside private agencies or on special local school funds.

We do not give charity at Lincoln. No school should. What we do provide for our needy students is scholarship aid. Is there any disgrace in that? If our colleges can provide scholarships for deserving students, shouldn't the high schools do the same? Colleges, of course, can set up endowments to provide scholarships by the tens of thousands to be distributed throughout the length and breadth of the land. High schools too must provide scholarship assistance until the day comes when nobody, whether in high school or college, will have to be subsidized in order to enable him to attend school with a mind free of the pressure of poverty in the home.

Our Lincoln Relief Fund has enabled us to provide adjustments for some of our young people who would otherwise not have been served as well. In helping our students in need, we stress always the fact that what they are getting in dollars and cents is in the nature of a loan. Of course, we go through no formality of making them sign a note with the promise to return

the money. But I feel certain that many will repay the school far more, dollar for dollar, than they received when they were with us. Some whose families no longer are in need have already repaid us the money spent for glasses, clothing, etc., and by their contributions to the school fund they have made it possible for us to carry on the work for others.

Specifically, what kinds of service do we render?

1. Of course, we have school lunches. The school receives  $6\frac{1}{4}$  cents per lunch from the state F.E.R.A.; our fund contributes  $8\frac{3}{4}$  cents to make it possible for us to give a lunch that costs about 15 cents. This project is carefully administered with the help of one of our teachers with experience in home economics and nutrition. Whenever a pupil is reported as being in need, the home is visited by one of a committee of teachers who have volunteered their services in home visiting. We have no trained visiting teacher, but the work done by this voluntary group of more than twenty teachers has been of inestimable value. The teacher making the home visit always submits in his report a statement concerning the nutrition needs of the pupil. The report then goes to the teacher referred to above, who interviews the child and explains what he should get in his school lunch. A well-balanced diet is thus provided in at least one

square meal on every school day. Of course, the machinery in handling the free lunches calls for the distribution of tickets. It is to be regretted that all those who should receive free lunches do not get them because they have to get their lunches by ticket instead of by cash. Such sensitive souls require delicate handling and, whenever possible, they are given preference for jobs in the school cafeteria. One good feature of the N. Y. A. scholarship is that it will enable a number of our pupils who have refused to take the free lunches to get good wholesome food in school with the money that will be given to them.

2. Our fund provides carfares for all those who live more than a mile from the school.

3. We provide glasses for those who need them, but we do not send them to the public clinics because the glasses distributed through the Red Cross have proved very unpopular with our high school boys and girls. They do not like the flat lenses and aluminum frames. We have, therefore, obtained the services of local opticians who, at cost, provide our students with toric lenses and attractive shell frames that they can wear without feeling stigmatized in any way.

4. Through a group of local dentists we are able to provide dental care for all those boys and girls who are on relief, generally

without any cost to our school fund. In some cases the fund pays for the material supplied by the dentist. I can mention the case of one girl who was altogether unhappy in school, who wanted to leave to go to work. However, she could not obtain her employment certificate because of her teeth. She could not afford a private dentist and no clinic would do the bridge work she needed. The girl was so depressed that she told one of our grade advisers that she felt like committing suicide. On clearing through the Social Service Exchange we discovered that the United Jewish Aid had once served the family. I contacted the agency and succeeded in arranging for the girl to be treated by a dentist. In this case, the agency carried the entire cost, nearly \$150. The girl finally had her teeth attended to. She could smile at the world, now. She found a job, received her employment certificate, and for a year has been out working, happy in the adjustment that the school helped her make.

I could tell of the case of a boy, brilliant in scholarship, who came to the attention of the dean of boys through one of the teachers who noticed that the boy was terribly clothed and that he seemed to be undernourished. Through our fund we were able immediately to outfit him properly from head to foot. The lunches supplied him with food that filled out his body.



He became active in extra-curricular activities and served the school in a dozen different ways. He came at 7:30 with the morning session and never left before four or five o'clock in the afternoon. Later we found employment for him as an agent for the distribution of the *New York Times* to teachers and students in the school. This gave him an opportunity to earn enough money to take care of himself. I am pleased to state that as he earned he contributed to the school relief fund, feeling that he owed it to others. On graduation from school, our Placement Bureau was fortunate enough to find a job for him. He has been working during the day and going to college at night. Whenever the opportunity presents itself, he comes to school to tell us how happy he is and to thank us for what we did for him when he was with us.

5. Finally, our fund enables us to provide needy students with shoes and clothing, supplies not furnished by the school, such as notebooks, gym outfits, and so forth.

In administering the school relief fund we are aware of the fact that there are those who are getting help from us who should be getting the help. There are also those who should not be getting the help but who are getting it. Then there are those who should be getting the help but are not getting it. These three groups follow in gen-

eral the groups that society is concerned with.

We feel that with the first group, i.e. those who are getting help who should be getting it, there is at least the feeling that these people are being helped to maintain their self-respect. Whatever we are doing both in the city and state, whether through home relief or the W.P.A., or in the school, through the N.Y.A. or the local school fund, is appreciated. These people are thoroughly honest. As soon as the family is able to take care of itself, the pupils come to us frankly to tell us that they no longer need our help or the help of the city.

With respect to the second group, an attitude has been developed which is dangerous socially. All those who are familiar with home relief know that there are "chiselers" who are getting help who shouldn't be getting it. In clearing a number of our families we have discovered that the families have subsisted on relief either with private charitable agencies or public welfare groups for years prior to the depression. We are also familiar with the problem of those who are trying to switch people from home relief to the W.P.A. All able-bodied men are supposed to take work. However, there are the ones who are malingers of the worst type. Then there are those who carefully calculate that under relief they receive \$75 per month but under the

W.P.A. they could not receive more than \$65. Why work? These are the families, some of them with twelve children and the thirteenth in due process of arrival. Studies in widely scattered areas of the United States show that the birth rate of families who have been on relief for more than a year is about 60% higher than among the families of similar social strata who are not on relief; thus writes Professor Bossard of the University of Pennsylvania. (From "Responsibility under Relief" by James Truslow Adams, in the *Woman's Home Companion*, October, 1935.)

In one of my evening school classes I have a supervisor connected with the Emergency Home Relief Bureau. She tells me that there are people who are employed but who conceal the income so derived by telling Johnny that when the worker from the relief calls, to say that daddy went for a walk, etc. In other words, children have been trained in some families to get all they can from every possible relief agency. By coordinating our work with the home relief bureau and all private relief organizations, we feel that we have cut to a minimum those who come under this heading.

We regret that we cannot reach all those who need help but who do not apply to us at the school or to any public agency. These are the children in families that have

suffered in silence, somehow or other managing to survive the depression. They are the Joneses, some of them, who had incomes perhaps of \$10,000 a year and who now want nothing but jobs.

"But time is of the essence of our contract with youth", as was stated in an editorial in the *New York Times* on October 18. "The responsibility rests first of all upon the communities to see that every boy or girl is offered every opportunity that neighbors can give, to make the most satisfactory adjustments in these critical times. What the Federal government is doing in the emergency is not the ultimate American solution." That is true.

And what we are doing at the Abraham Lincoln High School must necessarily be of a temporary nature. "Our ghostly commonwealth," again using the term coined by Dorothy Thompson for those who are being cared for on relief, must be absorbed into our body politic by economic and social planning that looks well into the future. We in the schools must do everything in our power to see that the future will make it unnecessary for us to deal with the problem of adjusting boys and girls who are on relief.

DANIEL G. KRANE,

Dean of Boys and  
Chairman of School Relief  
Committee.

Abraham Lincoln High School.



## HEALTH SUPERVISION IN COLLEGE AND HIGH SCHOOL FOOTBALL

"IMMATUREITY is one of the chief causes of injuries. A game which taxes the stamina of a trained-to-the-minute college man will certainly overtax a high school boy. . . . Only in college, as a rule, is there adequate training and supervision. . . . Anyone who allows football to be played by immature boys—or any other boys—without proper supervision is a potential killer. Strong words? Yes, but it's a strong case."

After having been "through the mill" in high school and college football, Dick Hyland, who starred as a half-back at Stanford University, has realized the extreme importance of health supervision and of precise instruction in what is probably the most highly specialized of all American team sports. The above quotation is part of an article which Hyland wrote for the February 4th, 1933 issue of *Liberty* and which appeared in condensed form in the November, 1935 *Readers Digest*.

I came through my own eight years of coaching experience at Stuyvesant high school and three years as football official with a firm conviction that a game which averaged 30 deaths a season did not belong in the high school ath-

letic program. Eighty percent of the 152 deaths directly charged to football since the 1931 season have occurred in high school and sandlot play.

I have made a study of the organization and administration of football in the New York City colleges and high schools with a view toward setting up minimum essentials for the health protection of the players. This study was made with the following points as guides:

1. Coaching staff.
2. Training procedures.
3. Medical provision.
4. Managerial staff.
5. Playing facilities.
6. Equipment.
7. Diet and study supervision.

### 1. COACHING STAFF

Visits to the practice sessions of Columbia, Fordham, and New York Universities revealed the fact that coaching a football team was not a one-man assignment. I saw squads of 40 or more men grouped into smaller units according to the positions played. At Columbia, for example, the group of linemen were being coached by Sam Cordovano, an expert on line play. The ends were taken care

of by Herb Kopf, an expert on end play. Lou Little, the head coach, worked with the backfield men together with Joe McCabe, one of his former Georgetown University quarterbacks. In addition to the head coach and his capable assistant players such as Steve Grenda, Red Matal, and Harry Chase, instructing groups of linemen and backs.

At Fordham University, Jim Crowley and four assistants, all former Notre Dame stars, carried on a similar plan, while at New York University, Mal Stevens and five assistants, all thorough students of the game, followed a carefully planned daily routine. These universities also maintain freshmen coaching staffs consisting of a carefully selected head coach and several assistants. I observed the first year men being drilled in the same style of play or system used by the head coach of the varsity team. In this way the varsity is supplied with new material the following year.

Since I was limited in my visits to after-school hours, it was not possible for me to observe colleges outside of New York. However, what I saw here is undoubtedly indicative of what is done in colleges throughout the country. The college authorities evidently feel that the very nature of the game demands a well paid head coach and expert assistant to insure thorough instruction in the funda-

mental techniques, particularly tackling, blocking, and the art of self protection.

Visits to our public high schools gave no evidence of any definite plan or provision made for securing adequate coaching staffs. I found men holding licenses as substitute teachers of Health Education carrying the full responsibility of football coaching. In some cases these men were newly appointed. I found in other schools that men holding licenses as teachers of Spanish and History were the coaches.

In most cases these men worked alone with squads of 30 and 40 boys. In some schools there were one or two assistants. The assistants were either substitute teachers, regular teachers, teachers in training, WPA workers or former players. In every instance the high school football coach carries a full or partial teaching program during the football season. His thought and attention are divided between the gymnasium or classroom and the football field.

Our high school coaches have no new ready-made players to look forward to each year. They must teach the game from the ground up to new recruits. In addition to teaching the many and varied fundamental elements of the game such as tackling, blocking, position play, forward passing, punting, place-kicking, and general strategy, they are called upon to spend



hours teaching the very rules of the game.

## 2. TRAINING PROCEDURES

Doc Barrett, Jake Weber, and John Williams, are the well known trainers at Columbia, Fordham, and New York University, respectively. These trainers have had many years experience in handling athletes and together with their assistants are on hand at every practice session and at every game to serve the needs of the players.

The daily practice sessions are given much thought and planned by a head coach whose time is given to football exclusively. The trainer is advised as to the day's order. If there is to be contact play the ankles of all the men are bandaged to afford protection against injury. A sensitive shoulder, a sore elbow, a bruised hip, or a charley-horse, are all given the proper attention by experts. These trainers are always on the spot to give immediate attention which often prevents more serious injury.

There are no special trainers, as a rule, in the high schools. At one school I found that a man who knew something about rubbing down the men was engaged and paid out of the football receipts. However, four dollars a day will not secure the services of an expert trainer. Generally the high school coach is the trainer. Some-

times students from the first aid club in the school volunteer to bring a first aid kit to the field and to administer to the players.

## 3. MEDICAL PROVISION

The three universities visited have the services of a licensed physician at all practice sessions and games. Injuries are instantly diagnosed on the field. Stretchers are provided so that a player is not permitted to walk off the field in cases of serious head or leg accidents.

Weight charts are carefully kept. All players are weighed in and out every day and the charts are frequently checked by the team physician who advises the coach of the necessity of resting one player while suggesting some other special attention for another. The doctor, the trainer, and the head coach, work together harmoniously and fatigue danger signals are quickly detected. Arrangements are made with a hospital in the event that it becomes necessary to place a man under observation in cases of suspicious injuries.

Just as no special arrangements have been made in the high schools for a trainer so no physicians are in attendance at all practice sessions and games. While thorough physical examinations are made of college players in the beginning of the season and at other intervals during the season, high school boys get a quick once-over before the season opens. Without special

weight charts and other means of measuring the condition of the men, high school boys often go into games in weakened condition unnoticed and susceptible to injury.

## 4. MANAGERIAL STAFF

The colleges engage the services of a graduate manager who does everything in connection with schedule making, with purchasing equipment and supplies, and with making all arrangements in preparation for games. In addition to the graduate manager there are several assistant managers from the ranks of the undergraduates. These men take care of the headguards and other equipment in service and perform many other duties in the interest of the team in general and of the players in particular.

Our high school coaches often have to perform the duties of the graduate manager. They get in touch with officials before games and make arrangements to obtain playing fields for their games. High school managers are immature and the coaches cannot trust them entirely with the necessary letter-writing that must be carried on in schedule making. In addition to their regular school teaching program and their duties as coach and trainer, they are actually the graduate and undergraduate managers.

## 5. PLAYING FACILITIES

It is hardly necessary to describe

the facilities I found at Columbia, Fordham, and New York universities. Perfect playing fields with goal posts and properly marked, field houses, training quarters, hot showers and lockers, are provided as essential playing facilities. The coaches have absolute privacy whenever they feel that it is necessary for secret practice. The gates are locked and neither the coaches nor the players are distracted by curious onlookers.

Very few high schools have the playing facilities to compare with those provided by the colleges. Many of our schools have no playing fields and are obliged to travel to public parks and municipal athletic fields. Usually there are no goal posts or boundary lines, no hot showers, no lockers, and no privacy. Those schools which have fields of their own either adjacent to the school building or within walking distance lack training quarters and the private use of the field just for football.

## 6. EQUIPMENT

Graduate Manager Al Nixon of New York University informed me that the cost of a complete uniform for one player was seventy-six dollars. This was the uniform worn in the regular games and outside of the practice equipment. He told me that the headguards fit the players perfectly, explaining that injuries result among high school players from badly fitted head-



guards. Mr. Nixon admitted that cheap equipment did not afford adequate protection.

Other equipment provided by the colleges are bucking machines, tackling dummies, target standards, in addition to the special equipment in the training quarters.

The high schools cannot provide and do not provide equipment that will protect the players against serious injury. Allowing even fifty dollars as the cost of outfitting one player, it would take two thousand dollars to equip a squad of forty players. Many of our high schools allow a total football budget of seven to eight hundred dollars.

#### 7. DIET AND STUDY SUPERVISION

In talking to Paquin, one of the regular ends of the Fordham team, I learned that they had all their meals in a special dining room. The meals were carefully planned by a dietitian. The same procedure is followed at Columbia and at New York University.

The entire day is scheduled for college football men. They have compulsory study hours from 7.30 P.M. to 10 P.M. and during the week they must retire at 10.30 P.M. They are permitted outside recreation after the week-end game.

Our high school boys plan their own day. Sometimes we find a high school trying to emulate the training table idea of the college

by providing lunch for the boys. The boys go home after practice. Very often they have to travel long distances after a strenuous afternoon's activity. They arrive home so tired that they do not feel like eating and fall asleep over their books.

#### RECOMMENDATIONS

The game of football does not seem to be suitable for growing boys in their teens. Their immature growth cannot take the necessary shocks inflicted by the tackling and blocking tactics.

It is recommended that the organization of health education teachers appoint a committee to look into the possibility of developing a game which will be acceptable to boys of high school age as a substitute for the college game.

This new game should retain all the plays which now provide the thrills of the college game such as single, double, and triple lateral passing, forward passing, run back of punts, open field running and passing, and placement kicking. The blocking can be reduced to that similar to the block in basketball so that the body contact is eliminated. The tackling can be eliminated by the single or two hand touch. Practically all the rules can remain the same as in college football.

The committee will quickly recognize the fact that there are fundamental principles governing

the scientific game of football just as there are definite basic principles in the science of mathematics. Calculus is not taught in high school. There seems to be an intelligent progressive plan in the study of mathematics. After the fundamentals in arithmetic are learned in the elementary school the pupils advance to algebra, geometry and trigonometry in the junior and senior high schools.

A careful study of the intricate game of football may bring forth the need for similar progressive steps in the learning process. The following steps are given as an example:

1. Upper grades in elementary school: the art of handling a football; throwing and catching spiral passes. A passing game.
2. Junior high school: adding the element of kicking in the form of an association football game.
3. High school: adding the scrimmage line and the touch tackle in a game patterned after the college football game.

The committee may then find itself considering the entire program of inter-scholastic athletic activities. Instead of engaging in exactly the same schedule of games that are found in the colleges it may be found that the high schools should work toward developing a program of their own which will be more suitable to the physiological development of its students.

If, after we have given the new

game of football a fair trial, we find that it cannot be substituted for the college game in our high school program, the authorities should recognize the importance of health supervision in this hazardous sport and set up definite requirements for schools which choose to support teams.

The following are some of the essentials recommended:

1. That a school have its own playing field.
2. That this field adjoin the school building or be within walking distance.
3. That there be facilities for hot showers, and that there be individual lockers so that boys need not carry their uniforms home.
4. That a qualified coach be engaged.
5. That this coach have at least two assistants who understand football.
6. That the coach have no teaching program and devote all his time to looking after his squad of players.
7. That the coach be adequately paid.
8. That a qualified trainer be engaged on a yearly basis for all sports.
9. That a registered physician be present at all practice sessions and at all games.
10. That a member of the faculty be assigned as manager of the team.
11. That a large enough budget



be allowed to provide adequate equipment.

12. That boys who have reached the age of 19 become ineligible to play.

13. That no first year boys be permitted to play varsity football.

14. That a boy be prohibited from playing more than three seasons.

15. That the football schedule be limited to five games and that no championship or post season games be sanctioned.

New York City, at the present time, is in position to show the way to the high schools throughout the country. We have eight schools in which there are no football teams: Morris, Haaren, Eastern District, Bryant, Bushwick, Lane, Richmond Hill, and Newtown. All these schools participate in other interscholastic sports, have excellent scholastic records, and enjoy genuine school spirit.

Graduate Manager Al Nixon of New York University agreed that college football would not suffer in any way if the high schools dropped the game from its list of activities. He agreed that the colleges would benefit by the adoption of the progression plan suggested for the high schools because there would be

more boys going on to college thoroughly trained in the fundamental elements of the game. A greater number would survive the high school stage and reach college in finer physical condition, minus weak ankles, trick knees, sensitive elbows and shoulders, and bruised hips.

It is our duty to work in the interest of health protection for the high school boy. Much time and money is spent in detecting and correcting teeth and eye deficiencies. Let us spend at least the same amount of time and money in providing adequate health supervision in football. It is not enough to say that provision has been made in many schools for the presence of a doctor at every game. The services of the medical expert are needed in the conditioning process so that weight charts can be closely watched and fatigue signals quickly noticed and individual training routine modified when necessary.

To say that the high schools cannot afford to give the boy at the most important stage of his growth at least the same care that is given the college man is not a satisfactory answer.

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## OUR LANGUAGE COURSE IN THE CHANGING WORLD\*

**D**IRECTOR Wilkins spoke to you this morning about languages in the changing educational world. My topic is the

same, bearing a little closer, however, upon the technical aspects of the subject.

\*An address before the Italian Panel of the Foreign Language Conference, School of Education, New York University, December 14, 1935.

The Associate Superintendent of High Schools of this city has approved for experimental purposes this new course in language work. The committee which has been working on this course under the direction of Mr. Wilkins has presented its report in the September issue of *HIGH POINTS*. Never before in the history of language teaching has such a challenge been thrown to us teachers, and never before have we been given the opportunity to prove our worth as teachers. Whether we like it or not, it is not the language teacher or the mathematics teacher or, for that matter, any subject teacher who maps out educational curricula; it is the administrators. It is evident that the linguistic or grammar course we have now is not suited to certain types of students we have. We have been given the opportunity to map out something that is more acceptable to "pupils of lower linguistic ability."

To me that September issue of *HIGH POINTS* is a landmark in language teaching. Landmark, I repeat. If we put the suggested curriculum into practice, our work will go on. If we fail to put it through, then our work will slowly but surely go into the discard and those of you that are training to become teachers might just as well try some other line of endeavor.

Since 1931 the chief aim in the study of foreign languages has been the ability to read with ease and enjoyment a text of average difficulty. Oral and aural work has had a definite place in this scheme of things. Grammar has been relegated to a minor rôle. But the full benefits of this chief aim have not as yet been fully realized because we are still saddled with the Regents' examinations. At the end of the third year and sometimes at the end of the second year, students of modern foreign languages are required to take the Regents' examinations. In some schools, all pupils must take the second year examination. The result is that pupils, because of the fact that the chief aim is reading, are not prepared to submit to a State examination, unless the teacher drills and drills on grammar. The Regents' examinations, as now constituted, put their emphasis on translations and all sorts of exercises designed to test the ability in "grammar" of the pupils. Even the aural comprehension question requires accurate linguistic knowledge. To really test comprehension, questions should be asked in Italian and answered in English. Yet the pupils are compelled to take these examinations. Is it not possible to have two separate and distinct courses, one for college timber and the other for those pupils whose linguistic ability is very limited?



The trend in our changing world is to keep the pupils in school as long as possible because of the difficulties in obtaining employment. There is nothing we can do about that situation. But we must face it and the problems it raises. It is said that some pupils are of lower linguistic ability because they cannot grasp the minutiae of a foreign language. I do not agree with this contention. So called low linguistic pupils may not be shining lights of grammatical analysis, but this does not necessarily mean that they cannot take up language appreciation work of some sort. A student with a low I.Q. might very well comprehend a language and understand fairly well what he is reading, yet fail to make adjectives and past participles agree. Does this mean he does not have the ability to learn? No. In our changing world, therefore, shall any study of a foreign land be given to the big mass of the pupils? The consensus of opinion is, yes. And why not? If, pupils get credit for frying an egg or for making a box, why should they not receive credit for taking up the useful study of a foreign land?

The new work must not be a diluted course nor grammatical work. It must be meaningful and dynamic and should include a great deal of cultural information about the foreign land. There must be a new orientation which

stresses the things that pupils can do accurately, easily and with enjoyment. In short, the course must be adapted to the pupils and not the pupils adapted to the course. This is, after all, the great purpose of education. The biggest obstacle, the study of grammar, fascinating as it is, to them is a dead topic, and it should therefore be eliminated.

What should a course of this type include?

1. Interesting, simple conversation, somewhat like English to foreigners. In fact that is what it really is. It is Italian for people who are foreigners as far as Italian is concerned. Let us discount the hazy knowledge which children of Italian extraction have about the Italian language because, at the best, it is meagre indeed. What should the conversation include? It should include material within the experience of the pupil. Fluency rather than accuracy is desired. Accuracy will come later. When a pupil repeats a conversation a number of times, it becomes a part of what he knows. He memorizes words and expressions without realizing that he is doing so. Children learn their native tongue by speaking it. It is true that at first many mistakes are made, but hearing the correct form repeatedly eliminates the mistakes gradually. The Gouin series is most helpful in this respect. The teacher

dramatizes each sentence, tells what he is doing and writes on the board, sentence by sentence.

Mi alzo.

Vado alla lavagna.

Prendo il gesso e scrivo.

Ritorno al mio posto e

Mi seggo.

He then calls on individual pupils who repeat the short series. A whole lesson is then evolved from this presentation. The pupil acquires confidence. He tells his friends that he knows how to speak Italian already. Let us suppose that a boy wants to describe what he does in coming to school.

Mi sveglio e poi mi alzo.

Mi lavo.

Faccio colazione.

Prendo i miei libri,

Cammino a scuola,

Entro per la porta,

Metto il soprabito nell'armadio e

Mi seggo.

In the same way he is taught what to say upon entering a restaurant, buying a hat, or making purchases at the grocers for his mother.

2. Reading in the foreign language must be simple cultural reading, short anecdotes, fables and material connected with his life. It must be all of a simple, understandable nature. Examine any reader employed in most of our schools. The vocabulary in the back of the book is worn out.

This tells a story. The pupil must not be discouraged and throw up his hands in disgust because he is forced to look up so many words whose meaning he forgets by the time he turns back to the text. If this situation exists, his interest is killed. In many cases the alert teacher will be compelled to simplify the text so that the more difficult words do not appear. When a pupil has only a few words to learn, he will learn them, providing they are repeated sufficiently. Some fables are universal in appeal, and if we change their wording so that difficulties are eliminated, the pupils will very readily take to them. Cultural information, too, can be taught in the foreign language. A simple text can be devised which contains much cultural information in simple, understandable language. This work can be supplemented by dictations, also very simple and to the point. It is even possible to make up a conversation between two boys, which brings out certain cultural information which the teacher wants to inculcate in his pupils. Why not have a magazine written by the pupils as a reading project or procure for the pupils a school paper such as the *Giornalino* published by the Casa Italiana? This paper has a cross-word puzzle, tongue twisters and interesting anecdotes.

3. Songs with accompanying folk-lore. This is a form of read-



ing and language study. Of course there may be expressions and words which offer some difficulty, but the teacher can clear up the difficulties. The words of a new song are written on the board and the pupils pronounce them in chorus after the teacher, or some individual pupil is asked to read. Thought groups are read as a unit. This makes for accurate pronunciation and reading with expression. The teacher need not be a Gigli to teach the tune to the pupils. The great majority of the songs must be simple and naturally the tunes must be catchy. If there is a phonograph record, so much the better. The pupil can listen and hum the tune and after a while he will have learned it, together with the new words of the song. This builds up his vocabulary. The pupils can very easily learn ten songs in a term. After they get over their first bashfulness, they want to sing more and more. The help of the music department can be solicited and had, if the pupils studying Italian take music in the same class. In fact many Italian songs are translated and sung in English. Why not sing them in the original language? There are any number of operatic arias which are very popular. Why not evolve a lesson about them? Why not listen to some of the arias sung by the great singers? Records can be furnished by the pupils if need be.

4. Reading in English about the foreign country. Students should be taught to make reports in English. This will give them the ability to work alone, select, classify and present their information in a logical manner, making for proper habits of work. The assignment of itself will not accomplish this, the teacher must guide the pupil. He must show the pupil what to look for and what is important. The texts for this information must be found in the school library. Unless the information is easily accessible, the pupil is apt to become discouraged and give up. It is much easier to give up than to try. The teacher must be the source of inspiration and guidance.

5. Project work should tie up the preceding four sub-aims with a definite cultural goal. What are some of the projects that can be developed? In collaboration with the art department their artistic ability can be discovered and developed through the drawing of maps and the keeping of a scrapbook. The scrap-books must be carefully made up. They should include short poems and pictures taken from magazines or newspapers illustrating things Italian. Although American films are considered the best in the world, the pupils should be encouraged to see Italian films. It is possible to obtain moving pictures or slides through the courtesy of various

agencies such as the Casa Italiana, the museums, the Italy America Society and the ENIT, and it is also possible to borrow slides and project them.

There are any number of short plays which can be presented by the pupils. Imagine how much vocabulary the pupil can learn when he memorizes his part. Unaware of the fact, he learns the other rôles too.

Every day at regular intervals there are Italian programs over the radio, which include short stories, serials, songs, symphonies and excerpts from operas. It is possible to tune in on an Italian station at almost any time during the day. There are more programs in Italian than in any other language except English. Imagine how happy the pupils will be listening to a program and recognizing a song he has learned in school.

Everyone knows how children like to work out cross word puzzles which are not too difficult. A good exercise in vocabulary, synonyms and antonyms can be worked out very nicely by having the pupils make up cross word puzzles or by working them out.

The opportunities for studying Italian culture and customs are too numerous to mention. I shall mention some of the opportunities we have right here in New York City.

- a. Museums.
- b. Visit to the Casa Italiana,

cultural center.

- c. Coro d'Italia, at the Casa. Glee Club made up of day and evening school students that rehearse regularly on Saturday at the Casa Italiana, under the instruction of Maestro Sandro Benelli.
- d. Palazzo d'Italia, Rockefeller Center.
- e. A visit to such ships as the Rex.
- f. A visit to a maccheroni factory would be interesting.
- g. Compare the number of Italians in North and South America.
- h. Instruction in Italy.
  1. How is it like ours?
  2. How does it differ?
- i. Provincial customs. Collaboration of art department can be had. Girls can sew costumes and give a pageant.
- j. Visit to broadcasting station which broadcasts programs in Italian.
- k. Piedigrotto—What is it? It is a song contest. What is its origin?
- l. The opera.
- m. Religious Festivals in New York. Festa della Madonna del Carmine, di San Rocco, San Luigi, etc.
- n. Visit to an Italian marionette show.

Who shall teach the above course? The teacher must—

1. Be enthusiastic.



2. If possible have travelled so that his background is richer.

3. Be versatile, not a teacher of grammar. He must be a teacher of boys and girls, a teacher of useful skills, of meaningful information, one who can carry through work in music or any activity required to help develop his pupils. In a sense he must be a jack of all trades, like the elementary school teacher.

4. Be acquainted with the psychology of boys and girls. The teacher need not have just one method. The good teacher is one who re-learns with the pupils and makes the subject he is teaching live again. He must constantly increase his own culture and the pupils are bound to profit by it. Of course certain precepts must be followed.

5. Be cognizant of general educational aims and understand why his pupils are there and must therefore not think in narrow terms.

## THE EDUCATIONAL AIMS AND OBJECTIVES OF AN ACTIVITIES PROGRAM\*

ONE can hardly say that there is an old conception of education. It would be nearer the truth to say that there is and always has been a misconception of education. One can find so much of the new in terms of procedure in the education of the past and

The field is new. In the language field, the general outline has been sketched as a suggestive plan. The ingenuity and the resourcefulness of the teacher must do the rest, which is the big job. He may even have to alter the general plan if need be. Of course this is difficult. His viewpoint must be sympathetic to that of the pupil. And strange as it may seem, the pupil must acquire as much if not more meaningful language skill than at present.

Here is a field for those teachers who have no preconceived notions about the inviolability of the formal grammatical approach. The challenge is there for us. For those who are studying to become teachers and for those who would prove their real worth, this is a golden opportunity. It means hard work; but it means creative work, it means meaningful work, it means dynamic work!

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so much of the old in the education of the present that a generalization of education in the light of the past or of the present is difficult. As far back as our written

\*An address given before the Accounting Section of the New York Society for the Experimental Study of Education, December 13, 1935.

records of education go it is possible to find ample evidence of much that is progressive. It is reasonable to suppose that the early attempts of man to learn were definitely connected with life and life activity. Why we have not eliminated the bad in educational practice and retained only the good is possibly due to the lethargy of teachers and the fact that education was early taken out of the life setting and formalized within the four walls of the classroom. And these early classrooms held none of the characteristics that make education vital—they were dark, dreary, uncomfortable, ill-heated and ventilated places.

We are concerned at this time with a special process of reaching what we call education. We may call it education through activities, activity education, or the activities program in the school. That we may get a well-rounded picture of our present problems it seems valuable to set forth the development of the activities program in education. Since we have just mentioned the fact that many progressive practices have always been apparent in all education from the beginning of time, it would be interesting to note specific examples of the activities program. Most of us will agree that the activities program represents the progressive.

Starting with the first known state system of education, that of

Sparta, we find there very little of the formal. The Spartans learned to do by doing and all of their learning was accomplished in the life situation on an activities basis. The same can be said for the education of the early Athenian Greeks. Taking secondary education up to 477 B.C., we find it very informal. The Greek youth was educated by participation in the everyday life of the people. The assembly, religious festivals, games, dramatizations, public discussion and the sophists, the traveling teachers, were the means of education for the Grecian youth.

Down through the ages we find education largely formalized under the control of the church. Only a few examples of progressive practices shine as rays of light out of an otherwise dark and dreary history of education. Activities, such as stressed in the Renaissance school of Vittorino DeFeltre in Mantau, Italy, and the court schools and Fürsten Schulen, represent the bright spots.

Beginning with the modern educational reformers we find numerous advocates of right educational practice. Rousseau condemns didactic teaching and goes on to say that one of the besetting weaknesses of teachers is "telling". "True teaching is causing to learn. With our chattering education we make nothing but chatterers." Rousseau would place Emile out in



life to learn the facts and principles of living at first hand. Here in the life situation Emile would make use of his own reason and become independent in his thinking. And by the constant exercise of the reasoning and understanding phase of the mind, the mind becomes stronger in this particular. Rousseau summarizes his attitude toward activities or self-teaching in the following statement. "When understanding makes things its own before they are committed to memory, whatever it afterwards draws forth belongs to it; but if memory is burdened with what the understanding knows nothing about we are in danger of bringing from it things which the understanding declines to acknowledge."

Pestalozzi also recognized the need for starting with the child's interest and developing education on the basis of activity. He censures the education of his time as not really developing the child, but bringing to the child knowledge, ideas, and feelings of others in such a way as to make the child learn them. In other words, education stifled the child's individuality under a mass of borrowed ideas. "The school master worked, as it were, from without to within." This Pestalozzi would change and made education begin in the child and work from within outwards. Acting on this principle he sought for some means of

developing the child's inborn faculties and he found, as he says: "Nature develops all powers of humanity by exercising them; they increase with use." Pestalozzi again shows a keen understanding of the process of education through the following statement: "I believe that the first development of thought in the child is very much disturbed by a wordy system of teaching, which is not adapted either to his faculties or the circumstances of his life. According to my experience, success depends upon whether what is taught to children commends itself to them as true through being closely connected with their own personal observation and experience. "And how does the child learn? Not by repeating words which express the thoughts, feelings and experiences of other people, but by his own experiences and feelings and by the thoughts which these suggest to him."

Froebel and his kindergarten emphasized more universally the activity idea. He maintained that the purpose of education was to induce the child to become active in his own natural way and to help the child sustain and direct that activity. "The starting point of all that appears, of all that exists, and therefore of all intellectual conception, is act, action. From the act, from action, must therefore start true human education, the developing education of the man;

in action, in acting, it must be rooted and must spring up. . . . Living, acting, conceiving—these must form a triple chord with every child of man, though the sound now of this string, now of that, may be preponderate, and then again of two together." The doctrine of interest that is so closely allied with our activities program was given due recognition by Froebel. He held that pupil self-activity is valid only so far as the child is interested. He was the first individual to take duly into account for education the use of the formative or creative instinct. Through self-activity the pupil has an opportunity in a natural way, to perceive, to understand and recognize relationships. Activity allows the development of the child to go beyond the more or less static taking in, it provides for the giving out, the creative expression that eventuates in desirable changes in life conditions.

Our recent advocates of educational reform again cite the activities program as steps toward better practices. Dewey, Morrisson, Kilpatrick, Montessori, Cox, and a host of others, include as an important part of their educational theory and practice the activity idea.

The issue involved in launching forth on an activity program is definitely one between what is considered new, progressive, and better still, natural in education, and what

is considered old, traditional, unpsychological and misconceptual. The faults of education in the past arose largely from its formality. The school was a subject-centered school. Pupils were adjusted to the subject, they were told what subject matter they were to learn (memorize). Pupil accomplishment was measured in terms of the pupil's ability to pass formal examinations. The characteristics of the education, those misconceptions in education which in many places form the bulk of education, at present as well as in the past, do not harmonize with the activity program. Education, in its misconception, reveals itself as teacher controlled, subject-centered, hard, dull, removed from life, didactic, abstract, textbook taught, training dependence, with logical or chronological arrangement or subject matter, conforming, marked with pupil failure, factual, regimental (best pupil first seat, first row, and so forth) pouring into the pupil, marks, credits, honors, diplomas, and a graduation with education being finished, completed.

What may be termed progressive education is represented where the school is pupil centered and subject matter is a service field for the pupil life of the school. Provision is made for success rather than failure and pupils discover happy beginnings that carry a promise of growth that continues throughout life. Subject matter becomes, as



intimated, functional, life-like, and psychologically arranged and presented. The pupil develops his imagination, creativeness, initiative, independence, responsibilities and good attitudes. He derives a joy in work and education becomes a process of leading out of the pupil rather than driving in, an unfinished process with no marks, honors or prizes. In this good education we find a functionalization of subject matter toward molding the character and personality of pupils, together with an integration of subject matter rather than narrow subject matter presentation.

Vital ways of organizing and presenting subject matter or background material to enable pupils to make modifications in their behavior are the same today as they were 3,000 years ago. People have not changed. Pupils still learn best when their interest is aroused, when they enjoy their work, when they are given an opportunity to functionize content and use their creative ability. What were good methods years ago are good methods today.

The activities program embodies all that is good in education. It touches and stimulates the drives or mechanisms of the individual that are implicated in the learning

process. True learning never occurs where the interests and desires of the pupil are disregarded. The aims and objectives of an activity program are synonymous with aims and objectives of a good education.

Summarizing, we may set down five points that epitomize the value of the activities program for the child:

1. It provides an opportunity to functionalize and integrate subject matter, to understand rather than to memorize and to bridge the gap between school and life.
2. It trains in coöperation, independent thinking and creative expression.
3. Gives the pupil a part in his own education.
4. Provides for character and personality changes by making adjustments within the pupil that are real.
5. Finally, the activities program is a "natural" from the standpoint of good procedure. It is built upon pupil interest, is not forced upon the pupil, and results in true education.

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## TEACHING FOR THE ULTIMATE OBJECTIVES IN THE SOCIAL STUDIES\*

(Concluded)

### V. *The Gap between the South and West Widens*

#### A. (Recall IV A-6)

A Southern editor wrote before 1860:

"The system is such that the planter scarcely considers his land as a part of his permanent investment. It is rather a part of his current expenses. He buys a wagon and uses it until it is worn and then throws it away. He buys a plow or hoe and treats both in the same way. He buys land, uses it until it is exhausted and then sells it, as he sells scrap iron for whatever it brings. It is with him a perishable or movable property. It is something to be worn out, not improved."

1. Why did the Southern planter act in such a fashion?
2. Where would he go to buy land?
3. How might this lead to antagonism between the South and the West?

\*This is the conclusion of the seventh article of a series designed to show specifically how the classroom teacher attempts to realize the objectives of history teaching.

#### 4. Robert Littell in 1854:

"You do not seem to consider that the permission of slavery (in the territories) is in ordinary cases, a greater prohibition to the mass of Northern men, than its exclusion is to the Southern men. Capital being on the side of the slave labor, the Northern men must go elsewhere."

- a. Explain this statement?
- b. Why wouldn't a Westerner want the Southern planter to enter the territory that he was going to?

#### 5. The following land bills (sale of Western land to each individual by the Government) were passed.

- 1775—640 acres at \$1.00 an acre.
- 1800—320 acres at \$2.00 an acre.
- 1820—80 acres at \$1.25 an acre.

- a. What seems to be the goal of the Westerner?
- b. What is the significance of the following Western land bills:

1. Easy sale of Western land bill in Congress in 1852. South de-



feats it.

2. In 1859, another bill calling for sale on easy terms had only 2 southern members for it.

3. In 1860, a similar bill was vetoed by Buchanan.

c. Why did the South defeat these bills?

d. Compare the attitude of South toward land bills in 1860 and its attitude toward the Foote Resolution. Discuss the relationship between the West, South, and North in 1860 using the above development as a basis for your answer.

6. Editorial in *Chicago Daily Journal* of August 19, 1846, which was occasioned by Polk's veto of a River and Harbor Bill: "The lives and property of the freemen of the North, her free laborers, sailors, and those passing to and fro upon her great lakes and rivers are of no concern to the government. Three times already has the policy of this government been changed at the command of the South and business broken up and deranged, because the slave owner was jealous of the pros-

perity of the free states.

"The North can and will no longer be hoodwinked. If no measures for protection or improvement of anything North or West, are to be suffered by our Southern masters; if we are to be downtrodden, and all our cherished interests crushed by them, a signal revolution will inevitably ensue, (the same spirit and energy that forced emancipation for the whole country from Great Britain will throw off the Southern yoke). The North and West will look to and take care of their own interests henceforth. They will see that the power to oppress shall not again be entrusted to men who have shown themselves to be slaveholders, but not Americans. The fact has gone forth—Southern rule is at an end."

a. Why is this newspaper angry?

b. Give 2 reasons why the South caused the bill to be vetoed?

c. What does he mean by the statement "a signal revolution will ensue"?

d. In the eyes of a Northerner what seemed

to be more important at this time—the preservation of the Union or the interests of the North and West?

7. Simons says: "The Pacific railway could not be built while the South controlled the government."

a. What Pacific railway?

b. Who wanted it built? Why?

c. Why did the South oppose it?

d. Why was the South able to prevent the passage of these acts?

e. What might be the next move of the North and West?

*Summary question:* Explain how the different interests of the South and West brought about a spirit of hostility toward each other?

#### VI. *The Struggle Over the West*

A. Helper in "The Impending Crisis": "In one way or another we are more or less subservient to the North every day of our lives. In infancy we are swaddled in Northern muslin; in childhood we are humored with Northern gewgaws; in youth we are instructed out of Northern books; at the age of maturity we sow our "wild oats" on Northern soil; in middle life we ex-

haust our wealth, energies and talents in the dishonorable vocation of entailing our dependence on our children and on our children's children, and, to the neglect of our interests and the interests of those around us, in giving aid and succor to every department of Northern power; in the decline of life we remedy our eye-sight with Northern spectacles, and support our infirmities with Northern physic; and, finally when we die, our inanimate bodies, shrouded in Northern cambric are stretched upon the bier, borne to the grave in a Northern carriage, entombed with a Northern spade, and memorized with a Northern slab."

1. Explain just how the South was dependent on the North.

2. Compare with the statement of Senator Hammond (1860)—II A-5—Explain how each was correct in a measure.

B. Randolph of Virginia: "It comes to this: Whether you as a planter will consent to be taxed in order to hire another man to go to work in a shoemaker's shop, or set up a spinning jenny. . . No, I will buy where I can get manufactures cheaper. I will



not agree to lay a duty on the cultivators of the soil to encourage exotic manufactures; because after all, we should only get much worse things at a higher price, and we, the cultivators of the soil, would in the end work up our own cotton into clothing, when, by selling my raw material I can get my clothing much better and cheaper from Dacca."

1. What is Randolph objecting to?
2. Explain how a planter was "taxed in order to hire another man to go to work in a shoemaker's shop, etc."?
3. Where could Randolph go to "buy where I can get manufactures cheaper?"
4. What might stop him from doing it?
5. What would the South attempt to do to prevent such a situation from coming to pass?
6. Compare Randolph's statement with the complaint of the North? (*The Chicago Daily Journal* VA-6).

C. Newton in "Capt. John Brown of Harper's Ferry" says: "Then the South woke up in wild alarm. The slave territory was becoming exhausted whilst the North had still immense tracts stretching away to the North-

west, out of which it could carve new states and so obtain the preponderance of power. To prevent this the Southerners assisted Texas to shake off the Mexican dominion and to establish itself as an independent republic. Then they demanded its admission to the union."

1. Why did the South wake up in wild alarm?
2. Besides the need for cotton, what else made the South desire more territory?

D. 1. "The struggle of the North and the South for territory in the several decades preceding the Civil War was no accident. Starting an uncertain drive—a desire to expand, it soon developed into a definite drive toward a definite goal."

- a. In 1820, Jefferson wrote, "But this momentous question, like a fire bell in the night, awakened me and filled me with terror. I considered it at once as the knell of the union. A geographical line, coinciding with a marked principle, once conceived, will never be obliterated; and every new irritation will mark it

deeper and deeper." Use Map 241 (Muzzey).

1. What was Jefferson referring to?
2. On an outline map draw this "geographical line"?
3. With what "market principle" did this geographical line coincide?
4. Was his pessimism justified?
- b. How did the events of 1850 justify Jefferson's forebodings?
2. Do the following bear out Newton's statement: The Ostend Manifesto issued 1854: "But if Spain dead to the voice of her own interest and actuated by stubborn pride and a false sense of honor, should refuse to sell Cuba to the United States, then the question will arise, what ought to be the course of the American government under such circumstances? Self-preservation is the first law of nature with States as well as with individuals."

A convention at Memphis in 1858 adopted a resolution which began as follows: "Resolved, that the interests of commerce, the cause of civilization, and the mandates of high

heaven, require the Atlantic slopes of South America to be subdued and replenished."

- a. Explain the meaning of the Manifesto?
- b. From what section would you expect the authors of the Manifesto to come? Why? Confirm this by reference to a text?
- c. What term is used to describe a movement characterized by the above statements?
- d. In what direction was it desired that the U. S. expand? At whose expense?
- e. What world event today has been characterized by similar sentiments and expressions as above? Discuss the validity of such argument?
3. In 1854, Wendel Phillips wrote: "The government has fallen into the hands of the slave power completely. So far as national politics are concerned, we are beaten — there's no hope. . . The future seems to unfold a vast slave empire united with Brazil and darkening the whole West. I hope I may be a false prophet, but the sky was never so black."



a. Why did Phillips utter such a despairing cry at this time? Was his pessimism justified?

b. What section of the country did Phillips represent?

c. Why should Phillips care about "a vast slave empire . . . darkening the whole west"?

4. Marx: "Thus, for the first time in the History of the United States, every geographic and legal barrier to the expansion of slavery in the territories was done away with."

a. What did Marx refer to?

b. How was every "legal barrier" removed?

c. Does this confirm or invalidate Phillips' pessimism?

*Summary question:* a) Discuss the importance of the West to both the South and the North.

b) What historical events mark the struggle over the West at this time?

## VII. The Question of Slavery

Around 1850, the American people of all sections discovered that slavery was a matter of their great concern. Many arguments appeared centering around slavery as a moral question.

The following statements are examples:

A. "Slavery has ever been the stepping ladder by which countries have passed from barbarism to civilization. It appears indeed to be the only state capable of bringing the love of independence and of ease, inherent in man, into complete realization by providing slave labor for menial tasks. Hence the division of mankind into grades, and the mutual dependence and relations which result from them constitute the very soul of civilization."

1. What kind of a man might have said this?

2. What point is he trying to make?

3. What arguments can you give to refute the above statements?

B. Calhoun: "I fearlessly assert that the existing relations between the two races in the South . . . form the most solid and desirable foundation on which to rear free and stable political institutions. It is useless to disguise the fact. There is, and always has been, in an advanced stage of wealth and civilization, a conflict between labor and capital. The condition of society in the South exempts us from the disorders and dangers re-

sulting from this conflict; and explains why it is that the conditions of the slaveholding states has been so much more stable and quiet than that of the North."

1. What is the chief argument of Calhoun?

2. How would a Northerner answer this?

C. Was the following an argument for or against slavery:

"Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually."

D. Calhoun: "I hold then, that there never has yet existed a wealthy and civilized society in which one portion of the community did not, in point of fact, live on the labor of the other."

1. How did Calhoun justify slavery?

2. Is Calhoun correct in his conclusion? Explain.

E. Mrs. Clayton, a Southern lady, wrote in her diary: "We never raised the question for a moment as to whether slavery was right. We had inherited the institution from devout christian parents. Slaves were

helped by pious relatives and friends and clergymen to whom we were accustomed to look up."

1. In what way is this a typical argument of people to justify an attitude toward their institutions?

2. How do the last two sentences add to the feeling of pious Southerners that slavery is a good institution?

F. Wright in *De Bow's Review* August, 1860: "The cotton culture, then, and negro civilization, have grown up rapidly and equally and their interests are now inseparable; whatever injures the one injures the other, and it is impossible to destroy the one without destroying the other. This alliance between negroes and cotton, we venture to say, is now the strongest power in the world; and the peace and welfare of Christendom absolutely depend upon the strength and security of it. The whole world is under the heaviest bonds to promote and strengthen this connection."

1. What does Wright mean by "negro civilization"?

2. From the perspective of history was Wright correct in reaching his con-



clusion found in the first sentence?

3. How would Wright justify the last two sentences?

4. How might a Southerner feel in 1860 if slavery were attacked?

G. In 1855, J. W. Page wrote "Uncle Tom in His Cabin in Virginia and Tom without one in Boston".

In 1858, S. H. Elliott wrote "N. E. Chattels."

1. From what section did the authors come? Justify your answer.

2. What is the significance of the titles?

H. At the same time, a group of Abolitionists (chiefly Northerners) led by Wm. Lloyd Garrison, began a systematic attack upon the institution of slavery.

Whittier in a poem:

"No slave-hunt in our borders—no pirate on our strand;

No fetters in the Bay State—no slave upon our land."

A famous Boston clergyman speaking to the South: "We consider slavery your calamity, not your crime, and we will share with you the burden of putting an end to it."

Garrison: "Assenting to the 'self-evident truth' maintained in the American Declaration of Independence that 'all men are created equal, and endowed by their Creator with certain inalienable rights—among which are life, liberty and the pursuit of happiness', I shall strenuously contend for the immediate enfranchisement of our slave population."

1. What is the aim of the abolitionists?

2. What might be their chief argument?

1. Fanny Kemble, a famous English actress who travelled a great deal in the South, wrote: "Ten years ago an eminent Southern statesman told us that he never retired to rest on his plantation without carefully examining his pistols to make sure that they were ready for instant use; and a mother of Virginia told us that if accidentally awakened by any noise at night in the neighborhood, her first impulse was one of terror."

1. Why was her "first impulse one of terror"?

2. Discuss the attitude of the slave-owner and slaves toward each other? What was the basis of this attitude?

J. In many Southern states, it was a crime to teach Negroes to read and write; Negroes were forbidden to congregate in groups at night.

1. Why?

2. How do I and J compare with Calhoun's statement above (B)?

K. The following was part of an article appearing in the "Richmond Enquirer" December 4, 1859: "The Pikes brought to Harper's Ferry by John Brown, which were devised and directed by Northern conspirators, made in Northern factories, paid for by Northern fiends, and designed to slaughter Southern men and their awakened wives and children. . . . Each one of these will then serve as a most eloquent and impressive preacher, appealing in the most effective manner to the patriotism of the people, and urging their sure and perfect defense against all assaults from unscrupulous and measureless enmity of Northern Abolitionists."

1. What event is referred to in the above article?

2. Who is blamed for the event?

3. For what else might the Abolitionists be held responsible?

(Students reports on slave rebellions in the South).

L. In 1852 appeared a book "Uncle Tom's Cabin" by Harriet Beecher Stowe which sold hundreds of thousands of copies in the North and was burned in the South.

(Report on "Uncle Tom's Cabin").

What does this indicate about the Northern attitude towards slavery?

M. Thus we see the stage set for the grand climax with each actor trying to keep the center of the stage. Only the scenery was lacking but it was soon to be supplied in more than sufficient quantities.

1. What does the statement mean by each actor wanting the center of the stage?

2. Can you guess what is meant by "scenery"?

3. Why might slavery be very appropriate as the "scenery"?

(Use comparisons with Spanish American War, World War, Hitler and Aryanism in Germany, Mussolini desiring to end slavery in Ethiopia).

Summary question: Discuss: What was formerly an economic struggle soon turned into a moral one; and an ideology was devel-



oped which covered the bases of actual conflict?

### VIII. *The Irrepressible Conflict* (Recall Unit III A-5).

Consider the following:

#### *Export of Cotton*

1791-1795—

33% of amount raised

1856-1860—

80% of amount raised

Simons: "'King Cotton' and 'King Cotton Goods' had no quarrel until their interests began to move in opposite directions."

- What does this statement mean?
- Why had they had no quarrel at first?
- When did their interests begin to move in opposite directions? Why?
- Why did the South say that "Cotton was King"?

- Would the following facts bear this out:

*In 1859*, the real and personal property of the U. S. was worth \$16 billion. the real and personal property of the North was worth \$11 billion.

*In 1859*, the products of the Northern factories were worth \$1,900,000-000. The products of the South were worth \$204,-000,000.

*In 1860*, the value of the wheat and corn of the Northwest was \$225 million.

<i>In 1859</i>	<i>Free States &amp; Territories</i>	<i>Slave States</i>
<i>Cash Value</i>	<i>\$4 billion</i>	<i>\$1.8 billion</i>
<i>Agricultural Capital</i>	<i>4.8 billion</i>	<i>2.3 billion</i>

E. Beard: "By the middle of the century, they were ready in numbers, in wealth and in political insight to meet in the arena of law or war the staunchest spokesman of the planting aristocracy."

- Who are the "they"?
- What facts mentioned previously help us to understand how they were ready in numbers and wealth? (Recall III B-2).
- How might the following facts cause them to fight:
  - Tariff of 1857 (Discuss the trend of the tariff schedules).
  - In 1859 all ship subsidies were done away with.  
(Discuss significance)
  - In 1860, Buchanan vetoed easy land bill sale.
  - In 1820, state banks issued \$16 million of bank notes; in 1860, \$207 million. Faulkner writes: "The legislatures were inexperienced and the pressure for easy money was great; and result was that the notes of hundreds of

banks were in circulation, the value of which even an expert banker could hardly determine. Counterfeiting was relatively easy and the difficulty of carrying on business under such handicaps can easily be imagined."

Beard: "The growth of interstate commerce aggravated the disease until bewildered merchants were driven to desperation trying to keep their accounts straight in paper that went up and down from day to day."

- Why did paper go up and down?
  - Who favored these occurrences? Why?
  - Who opposed these events? Why?
- e. In 1857, there was a panic which caused the failure of over 9,000 firms and this was aggravated by the paper money anarchy.
- How would a Northern manufacturer regard the series of events between 1840-1860?
    - Why was he unable to do anything?
    - What would he strive to do?

- Beard: "So the Republican convention went on record in favor of liberty for the territories, free homesteads for the farmers, a protective tariff, and a Pacific railway. As the platform was read, the cheering became especially loud and prolonged when the homestead and tariff planks were reached."

- Why?
- What Republican convention is referred to?
- On what issues was the Republican Party supported?
- How does the platform show the union of the West and North?

### IX. *Was Slavery a Cause or a Force Making for the Civil War?*

The anxiety of the South toward an imminent Northern victory in 1860 was clearly expressed:

- Charleston Mercy, July 16, 1859: "If Lincoln or any other Abolitionist were elected in 1860, there would remain no prospect for safety, no hope for the very existence of the South."

Robert Toombs, December 4, 1859: "If the Black Republicans beat us next year, I



see no safety for us, our property, and our firesides, except in breaking up the concern."

Why was the South afraid of a Northern victory?

2. It has been stated the South feared that a Republican victory would mean the abolition of slavery. Do the following statements justify this fear:

- a. Read the Republican platform. What does it say about the subject of slavery? (Refer to E-5 above).

- b. Lincoln in a speech at Charleston, Illinois, 1858: "I am not now, nor ever have been in favor of bringing about in any way the social or political equality of the white and the black races which will forever forbid the two races living together in social or political equality. There must be a position of superior and inferior, and I am in favor of assigning the superior position to the white man."

- c. In a letter to Horace Greeley, August 22, 1862, Lincoln wrote: "I would save the Union. I would save it in the shortest way under the Constitution. If there be those who would not save the Union unless

they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and not either to save or destroy slavery. If I could save it by not freeing any slave, I would do it; if I could save it by freeing all the slaves, I would do it; if I could save it by freeing some and leaving others alone, I would also do it. What I do about slavery and the colored race, I do because it helps to save the Union, and what I forbear, I forbear because I don't believe it would help save the Union."

- d. "Abraham Lincoln became the candidate of the Republican Party which earned the fame of freeing the slaves without having had the slightest intention of doing so at the start." Explain.

- e. Jefferson Davis: "What do you propose, gentlemen of the Republic Party? Do you propose to better the condition of the slave? Not at all. What then do you propose? You say you are opposed to the expansion of slavery. Is the slave to be benefited by it? Not at all. It is

not humanity that influences you in the position which you now occupy before the country. It is that you may have an opportunity of cheating us that you want to limit slave territory within circumscribed bounds. It is that you may have a majority in the Congress of the United States and convert the government into an engine of Northern aggrandizement. It is that your section may grow in power and prosperity upon treasures unjustly taken from the South, like the vampire bloated and gorged with the blood which it has secretly sucked from its victim. You desire to weaken the political power of the Southern states; and why? Because by an unjust system of legislation to promote the industry of the New England states, at the expense of the people of the South and their industry."

- f. Jefferson Davis: "The truth remains intact and incontrovertible that the existence of African servitude was in no wise the cause of the conflict, but only an incident. In the later controversies . . . its

effect in operating as a lever upon the passions, prejudices or sympathies of mankind, was so potent that it has spread like a thick cloud over the horizon of historic truth."

1. Do these statements indicate that the North felt they were fighting the war to free the slaves?
2. Do they indicate that the South thought that that was the cause?
3. If slavery was not the cause, what was? (Use the above statements as a basis for your answer).
4. If slavery was not the cause, why has it been called the cause?

*Summary question:* Show how "historic truth" was obscured in the Civil War?

#### X. *What Were the Causes of the Civil War?*

- A. Stephens, a leading Southern statesman: "The struggle or conflict . . . from its rise to its culmination, was between those who, in whatever state they lived, were for maintaining our Federal system as it was established and those who were for a consolidation of power in the central head."

1. What does Stephens say



was the cause of the Civil War?

2. Do you agree? Give reasons. (Recall Hartford Convention).

B. Reuben Davis, 1860: "There is not a pursuit in which man is engaged (agriculture excepted) which is not demanding legislative aid to enable it to enlarge its profits and all at the expense of the primary pursuit of man — agriculture. Those interests having a common purpose of plunder, have united and combined to use the government as the instrument of their operation and have thus virtually converted it into a consolidated empire. Now this combined host of interests stand arrayed against the agricultural states; and this is the reason for the present conflict which like an earthquake is shaking our political fabric to its foundation."

1. What does Davis say is the cause of the War?

2. Do you agree? Justify your position.

C. Karl Marx, 1862: "The present struggle between the North and the South is therefore nothing but a struggle of two social systems, the system of slavery and the system of free labor. Because the two sys-

tems cannot live peacefully side by side on the continent, the struggle has broken out. It can only be ended by the victory of the one or the other system."

1. What does Marx give as the cause of the Civil War?

2. Do you agree? Give reasons.

D. Why was the Civil War called the "Irrepressible Conflict"?

E. Why did the Civil War occur in 1860? (Use maps).

1. In 1832, South Carolina urged the other Southern States to follow her lead in a secession movement, but failed; in 1861, South Carolina was successful in persuading the Southern States to follow her in seceding from the Union.

How do the following explain the above:

1. Faulkner: "Until fresh land was exhausted, slavery seemed able to hold its own against the competition of free labor."

2. In 1820: 12 free states; 12 slave states.  
In 1848: 15 free states; 15 slave states.  
In 1859: 18 free states; 15 slave states.

3. Beard: "The frontier that had nourished Jacksonian democracy had now moved far to the West and it had also altered its characters, whereas the borders of the cotton kingdom had become fixed by a law that no political party could demolish, no act of Congress could repeal."

4. James H. Hammond wrote to Calhoun, March 5, 1850: "We must act now and decisively. We will be in a clear minority when California comes in, and in 20 or 30 years, there will be 10 more free states west of the Mississippi and 10 more north of the St. Lawrence and the lakes. . . . Long before this, the North will ride roughshod over us, proclaim freedom or something equivalent to it to our slaves, and reduce us to the condition of Hayti!"

2. Why did the North fight to keep the South in the Union?

Summary question: Discuss the validity of the various theories

given as explanations for the Civil War. \* \* \* \*

The foregoing lesson plan may be open to the serious objection that no syllabus would or does allot sufficient time for its development in class. However, a moment's consideration would show that several topics, each intimately related to the other and to the specific subject of the lesson, are also developed, viz.: Development of the West, Sectionalism, Tariff, Internal Improvements, Industrial Development of the North, Slavery and Abolitionism. Then, should we consider the amount of time ordinarily devoted to these topics (even if developed only incidentally), the objection loses most of its validity. Moreover, the student obtains the benefit of having an historical situation, however complex, unfold as a unity.

On the other hand, we recognize that the objection may not at all times be resolved so readily. In that case we have the alternative of selecting five or ten significant problems in American history and developing each thoroughly, or, as it may probably be, extend the course to one year and a half. A solution effected against the substance or proper teaching of History would only intensify the dilemma which confronts the social science teacher.

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## SOME SIGNIFICANT ASPECTS OF THE PAN AMERICAN STUDENT MOVEMENT\*

### I

ONLY a comparatively short time ago Pan Americanism was nothing more than a text-book term to the 250,000 high school students in New York City. Perhaps it is an immoderate exaggeration to claim even that much, for certain text-books on world history had no references in their indices to anything connected with Latin America. Not even the teaching of Spanish was at that time a satisfactory vehicle for the interpretation of the Other America, so completely dominated was the instruction in that language by its traditional and almost undivided allegiance to Old Spain. That vital interests of the United States bind it inextricably to the rest of America was an unknown quantity for which no one in the schools apparently cared to solve in the educative process. The idea was not understood and had not a friend to advocate it. The nearest approach to any concern with it was made on a puerile play level by Spanish clubs in the high schools, where "native" things from Mexico and other such exotic lands were found

colorful and helpful for decorative purposes.

In direct contrast with the situation indicated above is the Tenth City-Wide Convention of *The Pan American Student League of New York* at which over four hundred delegates will meet this month. They will come from practically all of the forty-two high schools of the city, and also from out-of-town schools, representing a total membership of about 10,000 students. In all of these institutions there are actively functioning Pan American Clubs, whose activities have made of Pan Americanism one of the most popular student interests and have acquainted many more thousands, not directly affiliated with the clubs, with the existence of the Bolivarian ideal and its significance.

The convention program will reveal to the spectator things completely unknown in the high schools before the League's birth. Not only will he hear reports of varied and multilateral Pan American activity in the schools, but he will listen to papers read by student-delegates on current inter-American problems, the history of inter-American relations, aspects of Spanish-American literature, the

\*On the occasion of the Tenth Convention of the American Student League of New York, December, 1935.

lives and work of noted Latin Americans, or other topics of related interest. Latin-American music will be sung and played. Noted Latin-American guests will attend to bring to the convention their own greetings and those of their countries. Prominent North American Pan Americanists will join them in a demonstration that in this *League* the high schools have finally achieved a student activity planned and executed on a serious level, not for play or recreation, but in order to awaken and develop in our youth a consciousness of their political and social function in a Greater America.

The visitor to the convention will find among the delegates both North and Latin American young men and women from the high schools. The convention proceedings are all in English because the movement has from its very inception made an appeal to all students, on the ground that Pan Americanism is an All-American interest and not reserved only to those who are studying Spanish. Of course, it emphasizes the importance and value of knowing both the other great American languages, Portuguese and Spanish, for the purpose of a better inter-American understanding. The large number of teachers present will also attract the attention of the observant visitor as evidence that they, too, have been drawn toward Pan Americanism as a re-

sult of the student movement.

### II

This Tenth Convention marks the close of the *League's* first lustrum. In the short period of five years it has changed the high school scene entirely as far as Pan Americanism is concerned. Its activities represent real pioneer work, for the record of an earlier Pan American Student League, founded by Philip Leonard Green, an alumnus of the High School of Commerce and now prominent as lecturer and writer on Pan Americanism, was completely unknown to the high school movement at its start. Moreover, the former League functioned among a group of university students. Similarly, not until the New York *League* had been started on its way did news come from Dallas, Texas, about a parallel effort there under the able leadership of Miss Fletcher Ryan Wickham, a teacher of Spanish in a local school.

In addition to the Pan American Club, the local and basic unit in each high school, and the city-wide convention, meeting once each term in May and December, respectively, the *League* has also created other valuable institutions in its short career to carry out its program. The Borough Council coordinates the clubs in each of the five major divisions of the city, holding borough-wide sessions of delegates and functioning as minor conventions between the metro-



politan meetings. This body is directly responsible for the maintenance and promotion of activity within its borough, arranges for contacts among the several clubs in it and serves as much needed local headquarters in the far-flung city.

The *League's* monthly bulletin, *The Pan American Student*, is now in its fourth year, having developed and grown in size and contents as the *League* itself matured into the organization which it is at present. The *Pan American Student* has proved to be an important force in cementing the widely scattered clubs into a united body. In addition to *League* news, it publishes articles by students and people noted in Pan American work as well as reviews of books on Latin American and inter-American relations. Completely edited and managed by high school students and graduates, it is truly expressive of the entire movement.

The high school population necessarily changes constantly. Thus the *League* loses each term many veteran workers from its ranks, hoping, however, that their influence will be felt later on in the general population. But it does not acquiesce supinely in their severance from its activities. On the contrary, it provides an opportunity to carry on the club activity on a graduate basis through the alumni section which it has sponsored. This group, known as *The Pan*

*American Forum*, has adequately proved that the work within the school clubs has a lasting effect in many cases. Its members represent the most active and the creative type, those who have the gift of leadership and will undoubtedly furnish in the future prominent workers in the vanguard of the Pan American movement. Twice a month the *Forum* meets at the Roerich Museum to listen to lectures on problems of Greater America and to carry on round-table discussions. Its existence justifies the confidence that the clubs in the schools are doing much to make many members of the young generation Pan America conscious.

These features of the *League's* work are completely novel in the history of extra-curricular activities in the New York high schools. There is no other inter-school activity so thoroughly organized and planned, and administered from a central headquarters. The *League's* headquarters, under the faculty direction of Mr. William Wachs, of the Boys' High School, is not only an innovation but an important contribution to the technique of student club work in the schools. It not only coördinates it, but enriches it by bringing to the smaller, weaker or younger groups the benefit of the experience, the encouragement of the enthusiasm and the stimulation of the enterprise of the larger, stronger and older

clubs. Mr. Wachs' office is the clearing house for new ideas, information helpful to faculty advisers and club members, bibliography, names of speakers and pertinent films, in addition to the regular functions of a head office.

### III

The experimental laboratory in which the Pan American Club program was developed and the germ of the *League* idea born was at the James Monroe High School, where the first club was organized in September, 1930. Its successful first year laid the groundwork for what was to come later. But the leadership in the effort to make this a city-wide movement fell to the club at the De Witt Clinton High School, the second in the chain to be formed, which came into existence in October, 1931. The initiative taken by the new club was immediately seconded and greatly aided by the valuable coöperation of the Director of Foreign Languages in the High Schools, who is now the *League's* Honorary Director. Thus, by December 19, 1931, when the *League* was founded at its constituent Convention at International House, nineteen schools had joined the movement and there were Pan American clubs in all boroughs.

The basic motive of the inauguration of this project in the high schools is to be found in a disagreement with the then existing

conception of the teaching of Spanish, not in the matter of class-room methodology, but as to its orientation—an orientation still mirrored in the official devotion to the Castilian pronunciation. Spanish is not a foreign language in America, but one of its three great systems of human speech. Vastly more Americans speak Spanish than Europeans ever have or ever will. Historical, geographical, economic and above all political reasons of great potency all make a concert of American nations based on a real friendship of equality an indispensable need of the United States. The people of this country must be educated to an adequate understanding of the rôle of Latin America in their own destiny, so that it will not allow a few selfish interests to destroy what sincere political leaders of both Latin and Anglo-America since the immortal Bolívar have been trying to build into a permanent structure. Government action alone, as embodied in the Pan American Union, is not sufficient. Diplomacy is still too tongue-tied, too inhibited by the restraints of its etiquette to be able to express itself freely in behalf of human welfare that is entrusted into its hands. There must be a popular movement to promote the Bolivarian or American ideal of peace and co-operation and also to encourage the official guardians of Pan



Americanism to advance.

Teachers of Spanish and American history should logically serve in this cause. Certainly a more personally disinterested group of proponents of inter-American rapprochement can not be found in this country. In addition to this qualification, which is vital because of public opinion especially in Latin America, the teachers of Spanish also have an access to an understanding of Hispanic America enjoyed by few others in the United States. To them it could and should be a labor of love, directly in the line of their professional duty and in harmony with the best thought on the aims of language teaching.

It must become clear that of all modern languages taught in our schools, Spanish for the United States is the one most endowed with the nature of a social science and invested with its aims. And in these times there rests an especially grave responsibility on the teachers of social sciences, because of the changing world in which we are living. In the new situation that will emerge from the present crisis, Latin America will be found to have a most significant meaning for us in the United States. Let us get to understand it ourselves as teachers of American history or of Spanish, so that we may be able to do our duty by our pupils, by our country and by our profession. When the growing importance of

Latin America becomes clearer to our people, they will look to us for light on the subject. Are we going to be able to meet our responsibility, or will we surrender our post of potential usefulness to the nation to others, more enterprising to make themselves fit for such a purpose?

Thus the first Pan American Club at James Monroe High School and later on all the others constituting the *League* were organized to supplement the class-work in American history and Spanish with an activity that should be an integral part of that work. No Spanish class that is not Pan American in background and in spirit, and no American history class that practically ignores America south of the Rio Grande is complete or effective by itself.

#### IV

At this milestone in the *League's* career marked by the Tenth Convention, it is indeed significant to note that much progress has already been made toward its aims, which are to contribute to inter-American peace and amity.

Simón Bolívar, who announced the Pan American ideal to the Western Hemisphere, envisaged it as the crowning achievement of its freedom from the Old World. To him it was to be much more than an inter-governmental policy. He thought of it and spoke of it as a popular ideal. He hoped that

the people themselves everywhere in America would take up its standards and by their mutual friendship assure the New World against becoming a war-torn scene like Old Europe.

Bolívar's noble dream, still to be realized, can become reality only through the continued education of the peoples of America in the ideals of inter-American peace. On this path the *League* has set forth. In the building of a popular Pan American movement, it is already a valuable instrumentality, and as its influence grows, reaching more and more students year after year, and spreading to more and more schools of the land, it will become a mighty force in behalf of this ideal. Already dozens of clubs have been formed in other states, as far west as California and all the way south to Florida, as a result of its Pan American propaganda. Its influence, transcending the limits of New York City, is now materially aiding in the national expansion of the Pan American student movement.

America's youth was also a basis for Bolívar's hope for his ideal. He dreamed of each succeeding young generation responding to the stimulus of its youthful and invigorating New-World environment. Here as nowhere else on the whole globe, man would be free from the traditions of the Old World, with its burden of war memories and blighting

hatreds that are ever fanned anew by conflict-begetting conflict. By enlisting our young students in the cause of Pan Americanism, the *League* is achieving the perfect combination of youth and the popular element that Bolívar held so essential to the success of his ideas.

Finally, the *League's* influence has begun to be felt in the Other America. That is after all the supreme test of its value as an aid to bring about inter-American friendship. Latin-American newspapers, radio stations, schools, artists and diplomatic and consular representatives in this country have taken note of its work, have been in contact with it and have reported to their various constituencies on its endeavors. Especially important is the contact established with the youth of Latin America. To the extent of that contact the next generation in Latin America will know that it has friends in this country. The significance of that is patent.

Last summer, Dr. Henry E. Hein, Principal of James Monroe High School, who is the Chairman of the *League's* Advisory Council, visited several Central and South American countries, bearing the *League's* message of good will and friendship. As a direct result of his efforts, which could not have materialized had he not been able to point to the *League* as a North American contribution to inter-



American amity, 19 Pan American clubs were established in the schools of Ecuador. At the Ninth Convention of the *League*, a former senator of Ecuador, Dr. Ernesto Franco, brought fraternal greetings from these Ecuadorean clubs to their fellow Pan American students of New York.

It is very interesting to note that the Ecuadorean plan is to have one club for each Pan American country, and to have that club seek to encourage a Pan American student movement in the republic for which it is named. There are very promising indications that the efforts of these clubs and the

groundwork laid for them by Dr. Hein wherever he visited last summer will bear the desired fruit.

Of the potential achievements of a student movement in inter-American relations there can no longer be any serious doubt. The *League* has demonstrated the possibilities. If only more teachers would realize this and give it their support, so that this work might enjoy all the guidance it needs from the natural guides of students. Here is an American youth movement well worth our cooperation.

JOSHUA HOCHSTEIN.

Evander Childs High School.

## HIGH POINTS

### "The Student Educates"

When the Abraham Lincoln Art Gallery was organized in September, 1934, the chief aim was to make art a continuous influence in the life of the student. It was felt that the mechanical procedure of marching into the art class a certain number of times per week, at a certain time, at certain days, might have been a tax to those temperaments which demand the inspiration of a leisure moment to guide their owners in their search for mental enrichment. The Gallery was, therefore, a place where a visit might have been doubly enjoyable because of its voluntary nature. And so with an eye for thus increasing student opportuni-

ties, wherein enjoyment and appreciation are the natural concomitants of voluntary attendance, the Lincoln Gallery has organized an "Educational Department" consisting of a growing staff of student lecturers, headed by a student director. Lantern talks are given once a week during three months of the term (except where holidays intervene) at a specified time and place. These are publicized by means of mimeographed monthly bulletins, sent to each prefect teacher, for posting on the bulletin board, and by the weekly announcement in the "Class Presidents' Calendar" for the week. Here, it may be said that, by the special requests of teachers, some of these

lectures were repeated during the home-room periods. (Already, one talk has been given in the assembly.) The following is the program that was carried out during the term:

#### *For the Month of October*

1. "The Camera, a New Art Medium"—by Reuben Samburg.
2. "What is Modern Art?"—by Is Golub.
3. "Lettering and Poster Design—a demonstration"—by Justo Napolitano.
4. "Clothes and Personality"—by Sally Silverberg.

#### *For the Month of November*

1. "The 'Impressionist' Painters"—by Milton Weinberg.
2. "Some Modern Caricaturists"—by Is Golub.
3. "The Art of the Japanese Print"—by Lena Sokol.

#### *For the Month of December*

1. "Imagination and the Artist"—by Irving Feinstein.
2. "Vincent Van Gogh, the 'Mad Genius'"—by Murray Horowitz.

A program of this kind opens up educational possibilities for the student.

- a. The student who is not, himself, able to create graphically, may yet express his thoughts and create, verbally, an appreciation for the subject at hand.

- b. The feeling of satisfaction because of something accomplished increases the students' self-confidence and self-respect.

- c. The auditors are more inclined to listen to one of their own fellow-students. They are more critical, and participation during the talk or ensuing discussion is more whole-hearted.

- d. Inasmuch as these lectures are given voluntarily, with formal school "credits" playing no part in the motivation, these events possess a social angle; for the speakers are fully aware of their responsibility to the expectations of the group.

- e. A talk of this kind, given by a student, is an impetus for further research and study on the part of both speaker and listener. When one's own fellow-student, and not an outside "expert," can show a command of some field of study, the impulse towards emulation is strong.

- f. The feeling of good-will engendered among students and teachers by the unselfish services of the "educational staff", is, in itself, an end worth attaining.

- g. This program plays a part in the enrichment of the art curriculum, and in the added opportunity it gives to those whose love of art takes them further afield.



h. Perhaps, most important of all, such a program sets into motion, especially among the students on the lecture staff, these traits of character that are assets in adult life. These traits are leadership, loyalty, social consciousness, enthusiasm, determination, seriousness of purpose and general maturity of outlook. Already, in a short time, these character qualities have been nothing short of revelations, not only to observers, but more important, to the students who are themselves involved.

MICHAEL ROSS.

Abraham Lincoln High School.

#### Girls' Athletic Association in the James Monroe High School

All Public High Schools in New York City boast of extra-curricular clubs whose activities are controlled by a mother club, the General Organization. In James Monroe High School, the G. O. has for some time been a proud grandmother! One of her youngest daughters, the Girls' Athletic Association, is the progenitor of a sizeable and lively group of offspring, including Basketball, Baseball, Tennis, Hockey, Swimming, Dancing and Leaders' Clubs. Their healthy development requires the constant guardianship of their solicitous parent, who, despite her youth, is quite capable of shouldering the responsibility levied upon her by her active brood.

The association, familiarly known as the G. A. A., is chartered by the General Organization to foster all extra-curricular activities relating to Girls' Health Education.

James Monroe High School is in possession of athletic facilities of which her faculty and students are justly proud. The immense outdoor grounds comprise basketball, tennis and volley ball courts, hockey and baseball fields, and a track. The outdoor sports are tremendously popular, and are the reason for the interest in athletics prevalent in the school. This popularity engenders activity, the proportion of which would result in confusion were it not for the G. A. A.'s functioning as a coordinating agency. Of perhaps greater importance is the necessity of providing opportunities for the development of desirable social traits and habits. Other aims of the association are to promote better understanding between faculty and student, to maintain contact with the alumnae, and to act as hostess to the annexes.

The operating methods of the G. A. A. are similar to the other social groups and extra-curricular clubs in the school. The privilege of membership is available to all girls who are members of any athletic club sponsored by the Health Education Department. The social intelligence and behavior of the members are stimulated by a con-

stitution prepared and adopted by the girls themselves, and subject to their own amendment. Under this constitution orderly principles of parliamentary procedure are observed at the bi-weekly meetings. It is interesting to note that these meetings are so arranged as to alternate with those of the Leaders' Club, the activities of which are discussed more fully later.

A stimulating and varied program is formulated by the Girls' Athletic Association. The effectiveness of certain of the activities has been so amply demonstrated that custom has decreed their repetition in each such semi-annual curriculum. Among the most enthusiastically attended is the G. A. A. rally. On this occasion all students and faculty members of the Girls' Health Education Department are entertained in the gymnasium. Encouraged by the friendly atmosphere, new members are recruited and non-members apprised of the organization activities.

The keenest competition occurs at the termination of the semester, at which time tournaments are conducted. Under the supervision of the G. A. A., each special athletic interest club arranges inter-class games in that sport, and semi-annually the annexes participate in basketball and baseball tournaments. The victorious annex is awarded an appropriate and attractive trophy in token of its prowess.

Typically ingenious is one activity of the swimming club. This group initiated a "Splash Party", at which its members indulge in races and water polo, followed by an invitation to the guests to plunge in with the rest.

This program of activities, of which only a few could be detailed, is brought to a fitting close by an assembly at which the awards are presented. These awards are based upon points earned by the individuals. A complete and accurate record of these varied athletic achievements is kept by the association.

The G. A. A. has in large measures achieved its purpose. By the publication of its own newspaper it has succeeded in imparting its news and messages to the girls. By its hikes, dances and continuous encouragement of friendly contact and conduct, it has enlivened the subject of health for an entire school and has most closely attained that desirable aim of an educational system — sincere, healthy and constructive communion among the students.

SHIRLEY LINDEMAN.

James Monroe High School.

#### How the Program Committee Contributes to Educational Experimentation at the Evander Childs High School

Many educational experiments in the Evander Childs High School and most of the administrative ad-



justments and readjustments require the active coöperation of the program committee. Due to the largeness and complexity of our organization, requests for special programming both of teachers and of pupils are rather frequent in this school, and in spite of the additional work entailed, these requests are not discouraged. It is the conviction of the chairman of the program committee that his obligations have not been fully met merely by writing the conventional program. A tidy, rapidly organized school is naturally one of his objectives. Equalized classes functioning normally within the first few days of the term, pupil program adjustments, room changes, indeed all the common administrative machinery properly and effectively disposed of as soon as humanly possible, is a veritable passion of the chairman and his colleagues on the committee.

There is naturally a tendency to resist changes in the administrative set up of the school, when such changes entail burdensome additional work, especially if some disorganization of the smoothness of programming is involved. Certainly some proposals must be resisted at times because they involve administrative costs out of proportion to the gains and occasionally because they are not practicable at all. There are, therefore, instances when the program head must veto proposals, but more

often, if he is progressive, there are times when he can encourage worth-while experiments and even make contributions particularly suitable to the special conditions of his school.

Perhaps the best illustration of a major program change to fit the requirements of an educational experiment is exemplified by a proposal made by Miss Florence D. Townsend, the head of our Latin department. Some three or four years ago Miss Townsend suggested the formation of special Latin classes for non-language minded pupils in first year Latin based upon the pupil's attainment in class *during the first part of the first term*. This chairman had served for some years on the program committee and therefore was fully aware of what the proposal entailed. In order to make changes in pupil's programs in the course of a term it is necessary to arrange all first term Latin classes in parallel, otherwise the disturbance in the school would effectively defeat the segregation of pupils. Even when the classes are arranged in parallel, it is desirable to reduce the number of changes to a minimum, since there is always a loss in adjusting pupils to a new class and to a new teacher. This necessitates arranging all the pupils in the first term classes in accordance with their I.Q.'s within language groups. Moreover, Miss Townsend saw that it would be

best to maintain the same teacher with the special classes for the period of a year. Finally the special classes formed require syllabi. The department must be prepared to do something with the groups thus formed, otherwise all the effort is lost. This requires presenting the new courses of study to the Board of Superintendents for approval. All these conditions were met by the Latin department and accordingly their first year classes were arranged in parallel and the experiment put under way.

The success of the above plan has been such as to induce the principal to call a conference of all the language heads to see if they also would care to follow the same procedure. As a result of this conference, it was decided to arrange all language classes in parallel and to conduct the experiment throughout the school. The several articles that have appeared from time to time in this periodical attesting to the value of these segregated classes and special syllabi, amply justify the extra effort which the program committee has had to expend.

The above reorganization of our master program for the purpose of experimentation and the subsequent fixing of the rearrangement into a permanent administrative set up, is not an isolated instance. Similar changes have been made for mathematics and for English.

Indeed the programming of language classes in parallel has compelled, in a measure, a similar organization of classes in the other subjects, and has encouraged a like segregation of pupils with compensatory syllabi to adjust the work to the needs of those specially stratified groups of pupils.

The function of the program committee in the administration of a high school is well demonstrated by inspecting a partial list of special assignments arranged for at the beginning of every term. Some five hundred pupils are specially programmed to meet the needs of the traffic squad, patrol squad, news staff, special leaders, classes for the boys' health education department, athletic teams, and so forth. There are special classes in speech, public speaking, creative expression, journalism, short story writing, dramatics, besides "A", "B" and "C" classes in many subjects and grades in the school. There are special classes in algebra and geometry, and also a special Regents' class in Two Years French.

First year language classes are segregated so that pupils selecting a second language are programmed to recite separately from those taking any language for the first time. An advanced class in music appreciation is programmed to recite at a time when it is possible to hear the Walter Damrosch hour over the radio. Continually, new



ideas involving changes in our programming are bobbing up and being incorporated into the administrative set-up of the school.

The program committee has made clear to the pupils, and to the parents' meetings, that their primary function is to serve the pupils. To make this possible the children are permitted to meet with the members of the committee and to suggest changes. These changes are made if they have not been previously disapproved by the Grade Advisers.

The program committee is constantly handling bigger and heavier burdens, but it is assisting in the adjustment of the school to the needs of the pupils to a greater extent than any other single instrumentality within our four walls. A coöperative program committee fosters a like attitude on the part of the heads of departments. Of course none of the foregoing efforts in experimentation could become a reality without the stimulating guidance and encouragement of our progressive principal.

HERMAN SCHULMAN,  
Chairman of the Program  
Committee.

Evander Childs High School.

### Self-Teaching Inductive French Pronunciation Drills

The author of these Self-Teaching Inductive French Pronunciation Drills has long felt a crying need for daily drills not deductive-

ly stated, as the rules in the preface of French grammars. Flash cards, too, dramatic and vivid as they may be, are not an inductive teaching device, since *one* percept does not form a concept.

The drills printed below have drawn from the active class-room vocabulary over a period of years. It is recommended that every pupil in every first and second term French class be supplied with a mimeographed copy of these drills, and that each class be drilled daily on one or more of these rules for five or ten minutes.

Remedial pronunciation cases, too, can be given a copy in the higher grades and since the drills are almost self-teaching, they can with the help of the teacher improve their pronunciation.

#### I.

French I—First two weeks drill,  
all sounds except French II  
words.

French II—Drill sentences and  
numbers in x, y, z.

#### 1. machIne

i si ni fini midi mit dis  
(Final consonants silent) visite  
civile dynamite bicyclette

Il dit qu'il lit le livre gris.  
Il est difficile de les civiliser.

#### 2. bOOt

ou cou vous doux loup  
(Final consonants silent)  
toutou joujou filou toujours  
Vous voulez toujours mourir  
pour nous.

3. u (ou position of lips, say I)  
u su vu lut plus voulu  
coursu figure future Lustucru  
As-tu bu le jus?  
Lustucru tue le chat perdu.

#### 4. pAt

a(ouvert) la va ami mari  
Canada accapara  
La camarade malade va au  
Canada.

#### 5. pAtience

é (aigu) né dé pré été  
cité créé écouté célébré  
sévérité

5. (a) er créer couler éviter  
célébrer préférer répéter

5. (b) ez nez créez évitez  
écrivez célébrez, amusez

5. (c) es (Final, one syllable)  
les des mes ses

5. (x) ai (Final verb ending)  
j'ai j'irai je coupai jee finirai  
Vous allez célébrer cet été  
J'ai assez médité pour les  
préférer.

#### 6. lEt

e (syllabe fermée) (e + con-  
sonant sound)

bec Final consonants c, r, f, l  
fer (CaReFuL) are pronounced  
nef  
tel

esprit vertu perd vers perdu  
mette lettre cesse déteste

6. (a) e + final silent consonants.  
met mets tiret filet tu es  
il est sommet

6. (x) Le livre vert qu'elle  
perd est cher.

7. thE boy

e (muet) ending a word  
le de me ne se te elle  
lettre table terre parce que  
Elle a le livre de Marie.  
Je ne me lave pas le visage.

#### 8. Division en Syllabes.

1. une	11. inutile
2. fini	12. égalité
3. vite	13. popularité
4. avis	14. étudient
5. avise	15. bicyclette

6. mise	16. perdrez
7. malgré	17. capabilité
8. donne	18. sévérité
9. donne	19. difficulté

10. perdent	20. Méditerranée
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9. e (muet) (ending a syllable)  
tenir levé élevé remercie  
trouvera regardent elle don-  
nera étudierai

Ce n'est pas le livre de l'élève  
Je te le donnerai mercredi.

#### 10. lEt

è (grave) très près père  
mère élève élèvent trouveront  
élèvera

#### 10. (a) ai + consonant

lait mais paix avais avaient  
paire maire irais finirait  
Sa mère était très près de  
la reine.

10. (b) ei peine reine Seine  
veine seigle neige

11. è (circonflexe) (like è but  
longer) (Before mute syllable:  
bête fête tête rêve même  
fenêtre

La bête a une fête à la  
fenêtre.

#### 12. fOrce o (ouvert)

col vol corps école joli



- jardin cousin printemps  
intéressent intéressant
29. (a) im  
simple timbre impur limpide  
qu'importe impératif  
important importante  
imparfait
29. (b) (But not nasal) inné  
innocent immortel immobile  
fine cousine rime image
29. (c) ain  
main pain ainsi saint sainte  
maintenant
29. (d) aim  
faim daim essaim Paimpol
29. (e) (But not nasal)  
vaine saine graine aubaine
29. (f) (But not nasal)  
aime aimable aimant aimée
29. (g) ein  
sein plein feint peintre  
éteindre
29. (h) (But not nasal)  
veine reine Seine pleine
29. (i) (ien=y+in)  
bien mien vient ancien  
Parisien Canadien
29. (j) (But not nasal)  
mienne ancienne Parisienne  
Canadienne  
Chaque peintre simple ou fin  
craint la faim.
30. (x) (s between two vowels=z)  
rose chaise poison cousin  
désert baiser désirer  
saisissent
30. (y) (Double s=s)  
poisson coussin baisse  
dessert  
Au désert son cousin avale le

- poison.  
Au dessert son coussin avale  
le poisson
31. (gn=ni in uNion)  
signe digne peigne montagne  
gagner soigneux espagnol  
Le digne Charlemagne traverse  
les montagnes d'Espagne.
32. (u+vowel=very short u)  
lui  
suis nuit suite aujourd'hui  
cuisine suave tuons leur  
sueur muette  
Je suis ce que je suis, mais je  
ne suis pas ce que je suis.  
La lune luit la nuit pour celui  
qu'on poursuit.
33. (x) (ou+vowel=very short w) oui  
joué Louis mouette où  
est-il? joueur Edouard  
souhaite marsouin  
Louis et Edouard ont joué  
avec les joueurs.
34. (x) (o+in=very short w)  
loin soin joint jointe moins  
moindre d'un embonpoint  
Les mains d'un enfant ont bien  
de l'embonpoint
35. (th=t)  
thé thème théâtre théorie  
thermomètre
36. (x) (g+a, o, u=g)  
gare golfe guide guerre  
guère longue légume guichet
36. (y) (g+e, i, y=j)  
général agir gymnase George  
léger géologie mangeons  
mangeait obligeance gageure
37. (x) (c+a, o, u=k)  
café école vécu carte couleur

- curé écarter cœur écu  
37. (y) c+e, i, y=s) (Also ç  
cédille) (also t before i)  
ceci cigare bicyclette succès  
ça leçon reçu nation  
partial patience  
Combien ces six saucissons-  
ci?  
C'est six sous ces six  
saucissons-ci.  
Si six scies scient six cigares,  
six cent six scies, scieront six  
cent six cigares.
38. (x) (i+vowel=y in Yes)  
ciel mieux papier acquiert  
première sienne mariage  
derrière assiérez étudièrent  
colonial il y a il n'y a pas  
pas
38. (y) (final l before i and  
vowel=y)  
réveil pareil sommeil deuil  
vieil fauteuil écurie
38. (z) (ll between i and vowel  
=y)  
fille famille brilla brouille  
bouillon  
feuille veille veuillez  
corbeille vieille pareille  
Marseille meilleures
39. (x) (oe+il=eu ouvert)  
oeil oeillet oeillette oeillade
39. (y) (ue+il=eu ouvert)  
écueil recueil accueil orgueil  
Il y avait une vieille grenouille  
qui sommeillait sous une  
feuille.
40. (x) (y=i+i)  
crayon—(crai ion) ayons  
asseyez-vous—(assei iez)  
voyez—(voi iez) envoyèrent

- moyen citoyen joyeux royaume  
fuyons essayer
41. (x) (h aspirée—no élision or  
liaison)  
le héros—les héros—le Havre—  
la honte—en haut—je hais—ils  
haissent
42. (x) liaison—quand il  
répond-elle (d=t)
42. (y) bon enfant—bien à vous  
en a-t-il? il en a—y en a-t-il  
il y en a (n is nasal but also  
linked)
42. (z) neuf amis—neuf hommes  
(f=v)
42. (zz) cinq heures—rang  
élevé—sang impur (q and g=k)
43. (x) élision (e mute of words  
of more than one syllable silent but  
written)  
elle a cette idée notre oncle  
quatre hommes  
une chambre à coucher la  
poudre aux yeux pour  
apprendre à lire il ouvre un  
large bec  
(Double length of vowels).
44. (x) Vowel before s or with  
circonflexe before mute syllable  
classe grosse côte tâche  
But ordinary length: côté  
tâcher
44. (y) Nasal vowel before mute  
syllable  
chambre compte But: champ  
qu'on
44. (z) Vowels before final  
sound:  
mort port  
But morte porte
44. (zz) Vowel before j, z, v, y,



sound before mute syllable.

page cage vase rose cave  
lève oeil mouille

45. (x) L'alphabet

46. (x) Les nombres cardinaux  
1-39

LOUIS J. ROSENTHAL.

Erasmus Hall High School.

### Stimulating Interest in Current Events: an Experiment

"Learning, in order to be vital, must enlist the active and sustained interest of the learner," says the Commission on Social Studies in its "Conclusions and Recommendations." The teacher is "under professional obligation to develop in the pupil a continuing interest in social affairs."\*

Often, however, this is difficult to achieve, particularly when the instructor is dealing with Freshmen, many of whom, when they enter high school, seem to be more concerned with the activities of Hollywood than with those of Geneva. One of the first tasks of the social science teacher, therefore, seems to be to develop at least an awareness of certain outstanding world problems.

Having observed that limericks frequently serve as an aid to learning, and that a game invariably appeals to adolescents, I have been endeavoring to stimulate interest in current events by combining these two ideas and presenting to

\*"Conclusions and Recommendations of the Commission on Social Studies;" pages 80-81.

my Civics classes current events completion limericks: In the verses which I offer them, there are certain blanks, which must be filled in by the students with words which rhyme and which, at the same time, are true to fact.

For example, on January ninth, while the Senate Committee was conducting its investigation concerning the causes of war, the following verse was offered to the class:

Exciting interest in our——  
Is a new investigation,  
Conducted by our——, for  
It wants to keep us out of——.

The words which have been omitted are, of course, "nation," "Senate," and "war." This was offered to a Freshmen class of normal I.Q. To a somewhat brighter group, while the London Naval Conference was in session (Dec.-Jan. 1935-36), the following stanza was given:

——of late suggested,  
And, in fact, she has requested  
That her strength shall be——  
upon the sea;  
Should we yield to her entreaty,  
It will end the naval——,  
Which has fixed the ratio at——,

——, ——.  
Here the words, "Japan," "increased," "treaty," and "five, five, three" have been omitted.

The pupil who is leading the current events discussion for the day, after having given her report and gotten contributions from her

classmates, asks for volunteers to complete the stanza that is on the blackboard. Usually many hands are raised, and no assistance is needed from the teacher. Usually, too, the verse, when completed, starts an animated discussion on the subject concerned. Finally, the leader appoints a volunteer to type the limerick, and the next day it is put in the class scrapbook, which contains cartoons and posters, drawn by the students, to illustrate the jingles.

This experiment has developed a decided interest in the writing of poetry, and several members of the class now bring in their own verses and challenge their classmates to complete them. Those who are not skilled in the writing of rhymes offer illustrative material, and those who are neither poets nor artists assist with the typing. The activity, therefore, is a cooperative one.

Although there are a few students in a class of normal I.Q. who do not respond to this form of motivation, it may be stated fairly that most members of the group now read the daily newspapers with increased interest.

JULIET BLUME.

Girls' Commercial High School.

### A Composition Program For Left-backs

My class was a left-back group, with very little interest in work-

ing outside. Of course, they had marked tendency to "baby" writing both in constant use of "and," "then," "so," and an inability to write details (emotional and physical) which vivify writing. I therefore adapted the following principles:

1. Not to correct too many things. Spelling, capitals, and periods were required. In addition, they must avoid "ands," "thens," "sos." It was interesting to observe that restriction on these three words compelled a reflective effort and resulted in sentences that had a more "grown-up" ring.

2. To encourage excessive minute detail. Quintilian says that in youth luxuriant growth in composition is to be encouraged. Where composition is jejune, there is too little to prune. We discussed how uninteresting a book they liked would be if the author left out details—physical details, mental details, emotional details. There was a distinct improvement in the effort to give details in their compositions, which such pupils so often fail to think even worth writing. In fact, I insisted they write in all the details possible even though they thought them unimportant. They found it was not so difficult to fill a page as formerly.

GEORGE C. WHIPPLE.

Richmond Hill High School.



## A Deserted House

When I was at the National Council of English Teachers, I saw a booklet containing compositions on the subject of a deserted house. Borrowing the idea, I expanded it and adopted it in the following fashion:

Before presenting the plan of the compositions to the class these poems were read and discussed: "The House with Nobody in It"—Joyce Kilmer; "Prayer for this House"—Louis Untermeyer; "Song for a Little House"—Christopher Morley; "The House on the Hill"—Edwin Arlington Robinson; and "It Takes a Heap of Living"—Edgar Guest. When the imagination of the class had been stimulated a bit, they were more ready to receive the plan with enthusiasm.

The following definite assignments were then given, each of which was to be prepared by every pupil: A deserted house as described by a gossip neighbor who is certain it is haunted; the same house described by a renting agent, by a woman who wishes a friend to purchase the house, by an architect submitting plans for remodeling the house, by the purchaser who is furnishing it; and finally a description of the garden by a small boy or girl enthusiast.

The first night a composition was written at home, and the fol-

lowing day this was available in the classroom. Two were read aloud and discussed. Then the class was told to work on the assignment for the following day while I called individuals to the desk for conference and corrected with them their composition prepared the night before. This procedure was followed daily and proved very satisfactory. I was able to confer with the majority of pupils every day, to give the more industrious pupils supervision every day, and during the entire project ten times more correcting was done than would have been possible in any other way. The pupils showed definite improvement under this method.

When the last composition was completed by the pupils, they were given paper and told to rewrite the essays in the classroom. This meant real revision under supervision. Then each pupil, at home, rewrote the composition once again on attractive paper and made an illustrated booklet. These were displayed in class and a few were read.

As I said in the beginning, the idea is not mine. It is a device definitely borrowed. But I like it. It proved stimulating even to the slow-moving classes I taught this term. I hope to use it sometime again with average or superior groups.

HELEN L. REETS.  
Richmond Hill High School.

## EDUCATIONAL NOTES AND COMMENT

### Books for Children

Three national organizations, the N.E.A., the National Council of Teachers of English, and the American Library Association, have coöperated in the preparation of two book lists for schools, the second of which, the *Graded List of Books for Children* has just been issued by the A.L.A. This graded list offers 1,600 carefully chosen and annotated titles divided into groups suitable for grades 1-3, 4-6, and 7-9, thus leading up to and merging with the first list, the 1,000 *Books for the Senior High School Library* which appeared last June. In compiling these two lists, the Committees not only selected titles considered essential for practical school libraries, but they also chose books obtainable in moderately priced editions.

A third list, *Inexpensive Books for Boys and Girls*, prepared by a committee of the A.L.A., is designed for the library or school with limited funds. Some 700 books varying in price from ten cents to a dollar are described. Titles and editions are carefully selected so that any grade school may safely use the list.

*Graded List of Books for Children.*  
Joint Committee of N.E.A., N.C.T.E., and A.L.A., 1936.

American Library Association, 520 N. Michigan Ave., Chicago, Ill. 176p. Heavy paper, \$1.75; 10 copies or more, \$1.50 each.  
1,000 *Books for the Senior High School Library.* Joint Committee of N.E.A., N.C.T.E., and A.L.A., 1935. American Library Association, 520 N. Michigan Ave., Chicago, Ill. 96p. Heavy paper, \$1; 10 copies or more 75c each.

*Inexpensive Books for Boys and Girls.* A.L.A. Committee, 1936. American Library Association, 520 N. Michigan Ave., Chicago, Ill. 48p. Heavy paper, 50c; 10 or more, 40c each.

### Aids for the English Teacher

A valuable aid to teachers of Literature and English in making assignments of authors for special study and to students being encouraged to find their own material, is to be had in *Essays on Modern Authors; an Index for High School Use* compiled by Muriel A. Crooks, Librarian, New Utrecht High School, Brooklyn, recently published by the A.L.A. This bibliography of essays on eighty-two modern authors most generally studied in junior and senior high schools, is indexed first by the names of the individual writers who are subjects of the



essays, and again indexed by the collections in which the essays are found. The essays themselves were chosen because their subject matter comes within the interest range of high school students, and also because they are splendid models of the essay form. Many of the essays are in collections that should be in any average school or public library, thus giving reasonable assurance that the student will be able to secure the books recommended.

*Essays on Modern Authors; An Index for High School Use.*  
Muriel A. Crooks. 1935. American Library Association, 520 N. Michigan Avenue, Chicago, Ill. 31p. Planographed, 35c; 10 or more, 25c each.

Excerpt from an Article on  
"Citizenship and American History", by Commissioner  
James Marshall

What do we mean by training in American citizenship? Is it only to teach that we are a great country in which any native born American can become President, that everyone has a right to work and amass a fortune, that we have been victorious in our wars, that we have national heroes who should be emulated, that all citizens have a right to vote and ought to vote, and to make our students read the Constitution? . . .

Have we not now outgrown this concept of citizenship education?

Have we not come to the point of inquiring what we mean by American citizenship? . . .

Of course we must teach the form of government, who makes the laws, who administers them, how these officials are selected. But if the form of government is to be meaningful we must study it and teach it in the light of American history, of American economic development, and of American culture. If we are to understand American citizenship, its peculiar theme and virtues, we must find its meaning in the play of economic, cultural, social, and geographical forces. In other words, American government and American citizenship are not gems set in a museum show-case. They are set in the American scene and it is that setting which gives to them their content . . .

Liberty and democracy form the dominant chord in the symphony of American civilization. Their interpretation may differ at times, may differ among groups of the people, their achievement and their application may vary from issue to issue, but liberty and democracy must be the center of any program for training in *American* citizenship, because they are the essence of Americanism . . .

It is scarcely necessary to emphasize that in teaching citizenship mere retailing of fact is not sufficient to the inculcation of intelligent citizenship. A viewpoint

from which to interpret those facts is necessary. This creates true knowledge. If democracy is to continue, knowledge is essential.

—*The Social Frontier*,  
January, 1936.

### Unemployment Status of Graduates of a High School

What happens to our graduates after they leave high school? The answer to such a question should be of vital interest to a school which believes in the importance of guidance work.

The data below represents those students of James Monroe High School who graduated in June, 1934 or in January, 1935. A questionnaire was sent to each graduate in June, 1935, requesting information concerning employment and college work. Thus a period of approximately five months for one group and a year for the other intervened between the date of graduation from high school and the time the questionnaire was sent out.

The percentages are based on the number of cards returned and not on the number sent out, thus eliminating that portion which remains unaccounted for whenever a questionnaire is used. It is reasonable to assume that those who answered form a random sample of the entire group. Graduates attending evening colleges were

merged with those attending day college if they had no unemployment.

No attempt is here made to generalize to other high schools, though this might be done by statistically calculating the reliability of the percents. Since a generalization would have to take cognizance of location of the school, types of pupils attending the school, economic background, and many other factors, the conclusions relate only to the graduates of the school in which the study was conducted.

Table I shows the results for the graduates of the two classes, June, 1934 and January, 1935. At about the same time when this study was under way, a similar study was made of the college graduates of June, 1934 by Charles A. Maney, of the Kentucky State Department of Education. He likewise sent out a questionnaire to obtain data on employment of college graduates, and a part of his results are published herewith as Table II.

A comparison of the two tables brings to light some illuminating facts about high school graduates of a particular school and college graduates in general. In Table II only the Middle Atlantic States were used because the school for which the study was made is located in that geographic section.



Class	Number of graduates who replied	Percentage distribution			
		Full time employment	Part time employment	No employment	College but not working
June 1934	307	29	12		
Jan. 1935	262	18	12	20	39
Total	569	24	12	25	39

Location	Total number of graduates	Percentage distribution			
		Full time employment	Part time employment	No employment	Graduate or professional school
Middle Atlantic States	2616	50.5	Men 6.2	16.6	22.1
United States	12021	55.1	9.6	13.5	18.4
Middle Atlantic States	1493	50.3	Women 7.3	22.1	15.2
United States	9148	58.3	8.2	17.7	11.6

\*Charles A. Maney (Division of Research, Kentucky State Department of Education): *Journal of Higher Education*, Vol. 6, Oct. 1935, pp. 371-75.

#### Conclusions:

1. Generally speaking, the unemployment situation for the graduates of James Monroe High School is not much worse than for college graduates if we compare only the June, 1934 groups. This is observed from the column headed "No employment." However, one must not infer that jobs are equally plentiful for both high school and college graduates, as is seen from the column headed "Full time employment." About 50 per cent of the college graduates received employment, whereas only 29 per cent of the Monroe graduates of 1934 received full time employment.

#### 2. The unemployment situation

for the January, 1935 class was worse than for the June, 1934 class, showing that the half year extra time gave those of June, 1934, additional opportunities. This can be seen from the two columns headed "Full time employment" and "No employment", for while only 18 per cent of the January, 1935 class received full time employment, 29 per cent of the June, 1934 class were fortunate in obtaining full time employment. The figures for "No employment" show the reverse situation.

3. The per cent going to college is practically the same for both classes, showing that there was no increased desire to go to college because of the scarcity of jobs.

The same holds true for part time employment.

4. The author of the study for graduates of college concluded from his study "about one in four of recent graduates of American colleges are at the outset of their careers unsuccessful in securing satisfactory employment, and this after six months of activity and effort to find a place in the world of work". Considering the data for Monroe graduates, the figures

show that in round numbers about three in eight are unsuccessful in securing satisfactory employment. This conclusion is based on the combined percentage of part time employment and no employment. Ought not this be a plea for pupils to continue their education?—but not necessarily in an academic college.

EUGENIE C. HAUSLE.

James Monroe High School.

## REVIEWS

### Outposts of Science

By Bernard Jaffe. Simon and Schuster, 1935, 555 pp.

In reviewing this book I cannot do better than quote a few statements made by the Scientific Book Club Selection Committee, consisting of Arthur H. Compton, Edwin G. Conklin, Kirtley E. Mather, Harlan T. Stetson, and Edward L. Thorndike: "Those who read 'Crucible' by Bernard Jaffe, a book which won the Francis Bacon award for humanizing knowledge, will not need to be told that the 'Outposts of Science' captivates the imagination from cover to cover. Mr. Jaffe has a way of telling his story with an enthusiasm which is contagious. He spent days and weeks in laboratories and long nights at observatories talking with men who are pushing ahead the

frontiers of science." Mr. Jaffe secured the services of these men to correct "those portions of the manuscript dealing with their own work. Without their aid this book could never have been written."

The subjects treated are: Genetics, Anthropology, Physical Disease, Cancer, Glands, Mental Diseases, Vitamins, Insects, Matter, Radiation, Astrophysics, Weather, Galaxies. Notice that the biological and all the physical sciences are represented. A scientist nowadays must be a specialist and yet his horizon must be broad. The human element, the earliest historical background and knowledge of any scientific, worthwhile event, together with its gradual development to its present state are depicted with scholarly insight and skill.

In an editorial on "Imagination



Vindicated", *New York Times*, January 12, 1936, we read, "Nature has made it difficult to wring the known 249 isotopes out of so-called elements. How would a world fashioned of unmixed elements instead of twins, triplets, quadruplets, and quintuplets differ from the one we know? The scientists wonder." Referring to the separation of lithium into the "lithium twins", this editorial says, "It may be possible to bombard a physically pure element." The chapters on Matter and Radiation describe vividly the bombardment of atoms by huge machines hurling "infinitesimal missiles" at them. "Here, in the Kellogg Radiation Laboratory, C. C. Lauritsen, a Dane, who gave up a promising career as a sculptor to design electrical equipment and join the men arrayed against the atom, sits in the center of a great concrete block while he controls a million-volt X-Ray tube. Deuterons, protons, neutrons, and electrons are speeded up into powerful bullets for atom smashing. Here, too, Carl D. Anderson photographed an unexpected curved fog track which turned out to be the face of another new comer from the atom's nucleus—a strange wanderer that rocked the scientific world—the Positron." And so the story goes on—"electrons, protons, alpha particles, neutrons, deuterons, and positrons lie about for examination. Neutrino and prob-

ably others may be picked up among the debris of atom smashing in the years to come. In July, 1935, Einstein, to unify all the phenomena of both stars and atoms in one all-embracing system, made use of his mathematical equations . . . and neutrino and still another new, very queer, and undiscovered particle—an electrical atom which weighs nothing."

A glimpse into the work of Morgan and his pupils will convince the reader of the fact that Mr. Jaffe's scientific horizon is broad. Back in 1910, when Prof. Morgan came to study Mendelism from his adventures with *Drosophila*, a white-eyed male was crossed with a red-eyed female in half pint milk bottles containing some banana. Mutants began to appear. One in March, even before this in January, he had picked up out of thousands of flies he was rearing one with, etc." "And," continues Mr. Jaffe enthusiastically, "Morgan kept on breeding more and more of these flies; his desk and shelves became overcrowded with milk bottles and vials of all kinds. Mutants continued to turn up spontaneously. In May . . . , in June . . . , in August . . . , in October . . . , in November, the last month of that eventful year (1910) brought to light a fly with hardly any wings at all. In addition to playing nurse to a host of flies Morgan had other duties—he had to teach. In 1911, the fly

squad on Columbia heights was well under way. Gradually everybody in the laboratory joined in the adventure of mapping the unexplored lands of the chromosomes of *Drosophila*. There began one of the most exacting and amazing pieces of research in the history of biology." Notice the atmosphere created by the author and his deep interest in this field of science. In this same vein, Mr. Jaffe dramatizes the scenes about this fruit-fly not only in Columbia but in laboratories all over the world. "By 1935," says he, "the Soviet Republic ranked second in the number of researchers busy with *Drosophila*. The United States led with 45%, Russia 37%, Germany 7%. England, Japan, France, Norway, Sweden, China, became interested." All these investigators, like detectives, are now at the gene.

It is, of course, impossible to quote any more. The same spirit, the same zeal and painstaking interest, the same keen eye that penetrates deep into the mysteries of the subjects presented, the same open mind of the scientist moves through every chapter. The men involved, the time, the place, the evolution, the achievements of science, leading and inspiring and motivating to newer goals, to greater visions—all this and more is to be found in this book of books and actual observations. It is a masterpiece, written for the

general, cultured reader, and yet, I dare say, for the gifted high school boys and girls of the upper grades, be they interested in the physical or biological sciences. These investigators, caught in action, in their own workshop, appeal to the imagination, for their method of approaching their individual scientific problems, the devices they must construct and operate, their observations, their eagerness to communicate and convince others, their suspended judgment—all this is told in fascinating language, many illustrations, and original photographs from these frontiersmen of science. Surely as a book of reference it should be on the shelf of every high school science, as well as, the general library. It is replete with up-to-date, accurate, authoritative information, and should form the background of any teacher of science, and especially of every teacher of general science.

Mr. Jaffe is a teacher in one of our city high schools. The magic key that enabled him to open and enter the inner sanctum of over fifty American laboratories, reveals his alert personality, for this experience of his is really an achievement in itself; and yet, to make contact with these men, it uncovers the splendid, democratic and hospitable spirit characteristic of our research workers. This book expresses a deeper significance to me—the present coöperation that



exists among all scientists in this matter of humanizing science, in making all sciences a unit, motivated by the one spirit—the scientific attitude and the scientific method of attacking truth. The mysteries of Nature, presented in this book, have been perhaps solved, or perhaps will never be solved, but of one thing we are certain—these frontiersmen are forging ahead, hoping that their efforts will ultimately benefit mankind.

A bibliography of twelve pages completes this work.

MICHAEL PUORRO.

Alexander Hamilton High School.

### **The Mounting Waste of the American Secondary School**

By John L. Tildsley. Inglis Lecture, 1936, Harvard University Press.

Despite superficial evidences on every hand of progress in educational affairs, despite stupendous monetary attestations to America's faith in its educational system, secondary education is rapidly moving toward bankruptcy, says Dr. Tildsley. Twenty per cent of the high school population has neither background, desire, nor capacity to do the prescribed work. Caught between these obvious misfits and the large middle group which somehow muddles through, the bright pupil, the ultimate hope and finest flower of democratic education, is left to

shift for himself or be salvaged for society by sporadic insights of lone teachers.

The traditional high school, Dr. Tildsley feels, has failed of its purpose, or rather its purposes can no longer be effected through the present high school population. It has yet to be demonstrated, he says, that the traditional high school is the place for all youths between twelve and eighteen years of age.

The real root of the present impotence of secondary school education, in addition to its almost blatant disregard of the needs of the varying groups it harbors, is the virtual extinction of that pedagogical code which set for itself the inculcation in its students of "the seriousness of living and learning, the difficulty of learning, and the willing acceptance of this difficulty—reverence for duty as the spring of all our actions—a respect for work as such." It is because Dr. Tildsley sees this spirit being driven from the schools that he is gloomy about the future of the American high school. Deflated, devitalized, anemic curricula for the poorest groups, vague "enriched" courses for the gifted; a debilitation of the whole learning process; the picture Dr. Tildsley draws is far from comforting to those who expect so much from our educational system.

Our education is in need, Dr. Tildsley points out, of some con-

sistent, unified principle or set of principles which will give unity and direction to our efforts. From the elementary school up, there must be more sensible and sensitive grouping of students, more definite fixing of objectives and responsibilities to which students will be held. Only by an honest definition of purposes and an energetic effort to translate those purposes into practice every day in every student's life can education hope to save its own face and stop the appalling waste of fresh young hearts and minds.

It is an old axiom that he who destroys an existing institution must be prepared to set a new one in its place. While Dr. Tildsley's lecture does not quite succeed in doing this, it does offer some very concrete suggestions in the form of a number of theses and corollaries which will constitute the working philosophy for the new day in American education. A further hint concerning the future is offered in a system of "streams" of students of varying capabilities who will travel through the schools at their own pace, and who will at all times be expected to measure up to the standards set for their group. Graduating from elementary school, they will move to more highly differentiated high schools, some to vocational, others to technical schools, still others to activity schools. Every child will be educated in terms of his own needs and capabilities.

In passing, Dr. Tildsley takes a shot at the overprofessionalized training of teachers, at the dehumanized product of the training schools, and at the stranglehold exerted by the methodologists whose pernicious mechanism is keeping out of the schools the very valuable material that is being produced in the liberal arts colleges.

Much of what Dr. Tildsley advocates will find little favor in many quarters. The brusque, uncompromising statement of the unpleasant, the faint nostalgia disguised as a passionate plea for the eternal verities, the refusal to be misled by educational claptrap, the pointing to incompetence, dishonesty, intellectual treachery in high places, practically assure for this volume an existence of violence. The stresses on and interpretations of existing data, the philosophical basis of Dr. Tildsley's strictures will raise many an opponent. But none who read this blanket indictment of our system will fail to detect the honesty and sincerity which animate it.

"I have tried to give you the truth as it comes to me from the experience of thirty-seven years in the high schools of our largest city." Thus, Dr. Tildsley ends his Inglis Lecture. And if reality be at all congruent with Dr. Tildsley's findings, our educators have wrought irreparable damage upon the youth entrusted to their care. Unless they come to grips with the brutal facts, Dr. Tildsley un-



equivocally implies, the tragic waste of young manhood and womanhood will be even more alarmingly accelerated.

A. H. LASS.

### Leaders, Dreamers and Rebels

By René Fülöp-Miller. Viking Press, \$5.00.

The author sees history as "an account of the great mass-movements . . . and the wish dreams that inspired them." With some modification, this is Carlyle's hero concept of history, in which both saints and sinners become the focal points around which historical events have vibrated. Mr. Fülöp-Miller's point, in brief, is that the human race moves onward because some men have dared to dream dreams "no mortal ever dared to dream before," and because they have been willing to fight and die to make those dreams real. Some of these visions which have driven men into immortality were not exactly beneficial to humanity. But all, it is obvious, were characterized by an intense, though often misguided conception of what constituted the common good. Thus, the battle for political, religious, economic freedom, technocracy, and even fascism, appear in the author's treatment as gigantic instances of wish-fulfillment. The author, however, does not, like Carlyle, fall into the error of disregarding the relationship between the masses and the individual in

bringing about revolutionary change.

The book is filled with excellent illustrations, some rarely seen in the conventional history texts. There is a full and useful bibliography for those who care to check Mr. Fülöp-Miller's at times slightly tortured interpretations.

Whatever its limitations as a text or as an accurate charting of the forces that have moved us toward civilization, "Leaders, Dreamers, and Rebels" gets its point across in a lively, dramatic style.

A. H. LASS.

### Integration of Adult Education

By William Stacy. Teachers College, Columbia University, \$1.50.

A golden day is dawning in education for the adult. Everywhere there are unmistakable signs of a new awakening to the meaning and possibility of adult education. Some even see in this universal ferment the instinctive stirrings of the spirit of democracy in the very masses itself. The growth of the public forum idea, the avid groping for light, the vast multiplication of courses for adults, both at private and public community centers, are unequivocal indications of a deep-seated desire which is daily becoming more insistent and more vocal, and which farsighted, social-minded educators will do well to capitalize

on in the interests of sturdy, informed masses. Without widespread adult literacy and enlightenment, we shall travel the road that other nations have travelled who failed to realize that a liberated citizenry is the only protection against those interests which place themselves above the common weal.

Mr. Stacy sees beyond the confused and semi-articulate efforts of the moment in the field of adult education. He faces instead the problem of the future, that of enunciating a philosophy of education in which the interests of the individual adult is synthesized with those of the group.

Mr. Stacy offers in addition specific analyses of criteria and ways and means of evaluating adult education services, and financing and administering adult education councils.

Altogether, this is an immensely valuable and timely book in which an educator of some vision has, as is rarely the case with those who write so-called contributions to education, fruitfully applied his talents to a project of merit. We predict that Mr. Stacy's book will gather less dust than the works of some of his more scientific and statistical co-workers.

A. H. LASS.

### Relationship of City Planning To School Plant Planning

By Russell A. Holy. Teachers College, Columbia University, \$1.50.

Mr. Holy's thesis is that the school plant should be considered a part of any intelligent city plan, that an intimate interdependence exists between the two.

Mr. Holy produces an exhaustive list of just what relationships do exist between the two, and makes many specific and practical recommendations for improving both through more intelligent articulation of mutual purposes.

This study will probably be of greatest interest to school administrators, philanthropic and enlightened real-estate interests, and esthetic and social-minded boards of education and superintendents.

A. H. LASS.

### Man and the Motor Car

Albert W. Whitney, Editor. National Bureau of Casualty and Surety Underwriters, One Park Avenue, New York. 256 pp., \$1 postpaid.

*School Drive Against Death.* Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, rewritten and again submitted, approved by the President of the National Education Association, by an advisory board embracing public school teachers, university professors, and automotive experts, offered at the bare cost of printing and binding, a notable textbook for training in automobile driving comes to us for



review. The makers of automobiles have pretty well mastered the problems of durability, speed, economy and beauty. The more serious problem of safe operation confronts us. The automobile doesn't think. Neither, in an appalling number of cases, does the driver. Millions of copies of the now famous "And Sudden Death" have been read by the American public. Fear is its keynote. We must have a trained intelligence as a more effective preventive than fear. This book is built on that principle. Steam and electricity have lost the terror of the early days. The railroad and the steamboat had a record as shocking as that of the automobile. Death and mutilation from machinery have yielded to man's constant urge to think out the means of safety.

With simple and striking diagrams, with educative pictures, with an authoritative application of experimental psychology, these specialists in different fields have contributed essential principles. The educational collaborators have put the material into simple and vital words suited to the understanding of children of from ten years of age upwards.

Progressing from the essential parts of an automobile and the understanding of its propulsion, the lessons proceed through the art of driving, the psychology and attitudes of the driver, highways,

codes of the road, driving in different situations, maintenance, accidents, the pedestrian, damage costs and so on.

Automobile instruction for every junior and senior high school pupil is coming. Detroit schools have gone into it on an extensive scale. Indiana is requiring a stiff course in the matters constituting the present book. State College, Pennsylvania, holds, as its Professor Neyhart puts it, that the automobile menace will never be conquered until every person permitted to take a wheel has had a training as thorough as that of the airplane pilot. In his town the high school pupils are taken out, four at a time, and are shifted from observing to driving under expert instruction until each has had a total of eight hours at the wheel and twenty-four hours of concentrated observing. Up to date, out of the 87 youngsters averaging 20,000 miles each, not one has had so much as a scratched fender.

I know this book is a tremendous force.

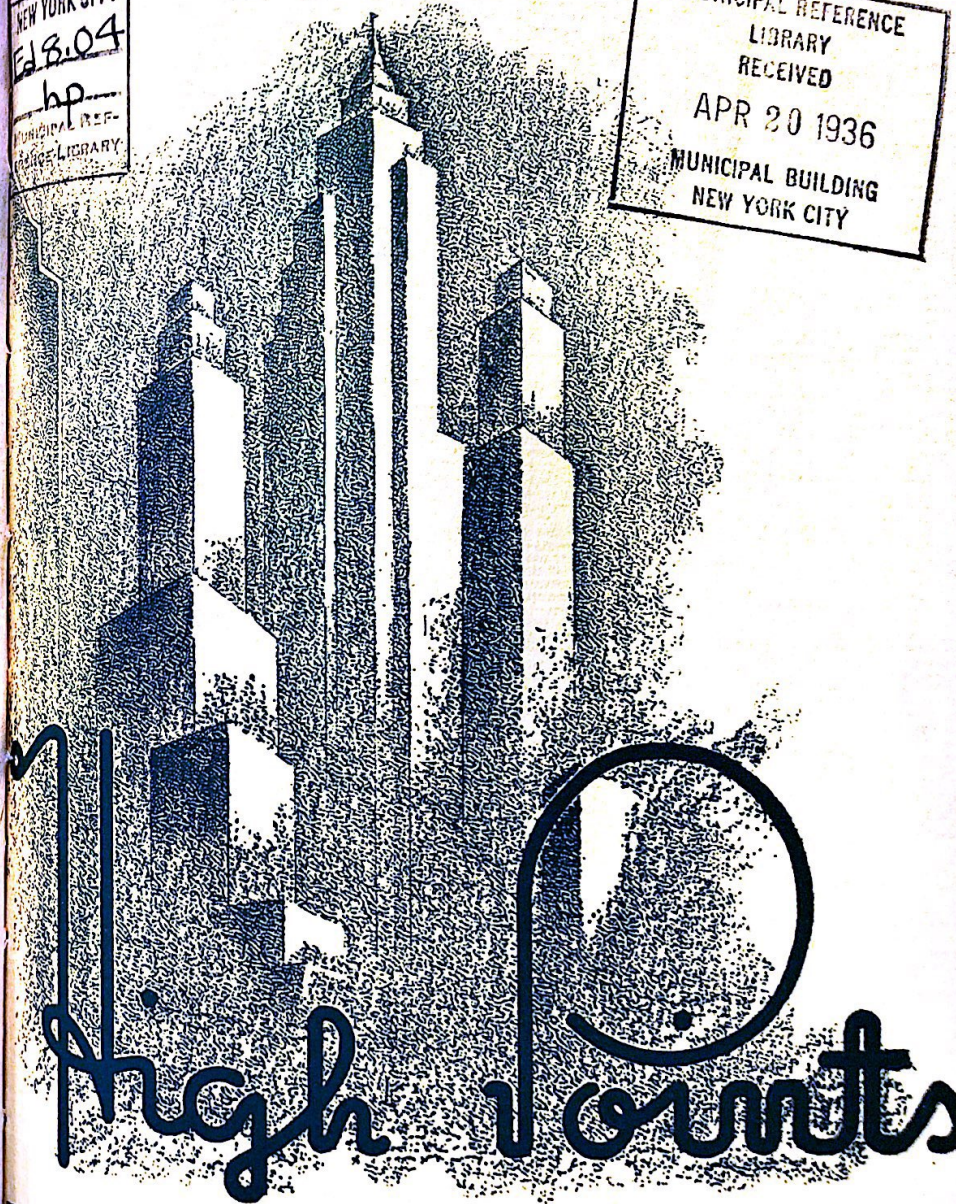
Its price is graded to a non-profit figure. For any number of copies over ten the price is \$.45 each. In case of orders for 500 or more, a special edition will be run off with the imprint: "Published for the schools of Belleville," or whatever the name of the town is.

WM. MCANDREW.



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IN THE WORK OF THE  
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# HIGH POINTS

IN THE WORK OF THE  
HIGH SCHOOLS OF  
NEW YORK CITY

EDITOR . . . . . LAWRENCE A. WILKINS  
Director of Foreign Languages

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## A HEALTH EDUCATION PROGRAM FOR BLIND BOYS

THE blind boy may frequently be classified as lazy not because he is inherently so but because his affliction has created almost insurmountable difficulties and restraints. As a result of this developed physical laziness the teacher of health education finds it necessary to combat a too sedentary life and an excessive amount of mental work. A physical education program for the blind is necessary to preserve and improve the health of the child, to contribute to his enjoyment of life and to adjust him to live the type of life that his seeing brother lives. The child should be aroused through the development of a vital interest in physical activities. If there be one factor on which the success of any physical education program with the blind is dependent, it is the element of interest. No physical education program can be moderately successful unless it be an interesting one.

The physical results of the sedentary life of most blind boys are not too hard to find. Usually the blind boy exhibits awkwardness and hesitation in the use of his limbs. His physical movements, generally speaking, are "heavy." He usually walks with a plodding, laborious tread. In the learning

of tap dancing steps, for example, he exhibits extreme difficulty in mastering the quick movements that are necessary. In throwing a ball the totally blind boy is found lacking in coördination and ability to control the action. Characteristically we find that the mature blind who have allowed their blindness to curtail most physical activity are lacking in flexibility of muscle tissue. Most educators of the blind are convinced that these results can be ascribed solely to neglect.

In the writer's experience there is no group of pupils in the school that exhibits a more lively, turbulent, excited attitude towards the physical education period than the blind group. Originally, they are no different emotionally than sighted people. Subsequently, however, unfavorable adjustments frequently supervene due to a failure to combat the handicap under which they have been placed. The older the blind person gets, the more magnified the impossibility of freedom from the yoke of inactivity becomes. The older one gets, the more difficult it becomes to avoid taking the easiest way. It becomes essential, therefore, to educate the blind person in physical education as early in life as possible.



Regular exercise and physical activity must be made a necessary part of his life.

Besides remembering the foregoing facts the teacher of health education should be acquainted with the orientation process of the blind. The sighted person depends almost entirely on his eyes to determine location, the nature of surroundings, etc. The blind must, necessarily, substitute some other means. Accordingly the senses of touch and hearing are usually more acutely developed. Obstacle sensation, which is apparently only a peculiar application of the substitution of the sense of hearing, becomes one of the chief means which the blind man has for guiding himself in space. There is, however, still a third means and that is neuro-muscular memory. Neuro-muscular memory fixes movements by the habit of linking these movements together, thus rendering orientation mechanical. Obstacle sensation gives the blind a vague idea of the room, and so forth. Touch is necessary to complete familiarity.

Everyone can recognize in himself traces of neuro-muscular memory and obstacle sensation. It is by neuro-muscular memory that, without counting the steps and without looking at them, we know that we have reached the top of our staircase. Our legs have registered in a way the number of contractions they had to make. In

the same way it is possible to close one's eyes and continue writing words. The formation of words that have been written before becomes possible through neuro-muscular memory.

The sound of a voice of a person entering a room is a ready example of obstacle sensation. The blind person can frequently judge accurately the dimensions of the room as a consequence. This faculty is frequently usable in the planning of such physical activities as games in which the throwing of a ball is involved.

The blind man would be lost without the use of his foot. From the foot he learns what we learn with the eyes. He notes that the nature of the ground changes, that instead of the sidewalk there is soft earth, that instead of the gymnasium floor there is a heavy tumbling mat.

A health education program for blind boys should be inclusive. It must embrace practically all those activities in which the sighted boys engage. With certain adaptations and limitations these boys at Evander have been introduced to the entire program. They play a form of basketball, baseball and football. They engage in group games, heavy apparatus and tap dancing. They also use the running track and the swimming pool.

Basketball may be modified by limiting the throwing of the basketball from "set" positions on the

court. A competitive game may be evolved by allowing a maximum number of points for shots through the hoop, fewer for shots which hit the rim, etc. The accuracy of the throwing action depends entirely on rhythmic control of the muscles involved since the element of sight is eliminated.

By using guiding ropes for the base runners in baseball, this game is made possible for them. Instead of using the regulation ball, a large rubber ball containing within it small bells is employed. The ball is bounced to the batter by a sighted person who acts as pitcher for both sides. The ball must be bounced accurately since the blind batter must depend solely on "swinging in a groove" to hit the ball. Hearing the ball bounce becomes the signal for the batter to start his swing. Last season the blind boys at Evander conducted a real baseball tournament over a period of several weeks. The interest that was shown could scarcely be rivalled by any other group in the school.

In outlining a physical program for the blind one would be inclined at the first suggestion, to say that football has no place in such a scheme. However, the boys themselves feel very differently about it. We forget, perhaps, that the radio has helped to vitalize football for them. Indeed, questioning showed that most of them rarely missed a Saturday's broadcast of the college

football games. Further questioning brought to the fore the fact that many of the blind boys at Evander Childs High School had improper conceptions of the various phases of the game.

Before doing actual physical activity in connection with football, it was found advisable to spend a full period in a discussion of the various rules and elements of the game. The descriptions must be very carefully worded. It is also extremely important that questioning be encouraged throughout the discussion. An obscure statement or an unclarified thought may cause the blind boy to lose interest in the proceedings. Among the questions raised by the boys in this particular group were the following: What is a safety? What is interference? How high are the goal posts? and many others. A very successful way of answering most of these questions was found in the use of a miniature model of a football field. We might say that football was presented in "braille." In our class each of the boys provided himself with twenty-two marbles each to represent a player. With the help of sticks to indicate the outline of the field, every boy modeled his own gridiron. Then such matters as reverse plays, lateral passes and line bucks could be made intelligible. The boys left this period with the announced intention of bringing to class questions on matters which puzzled



them during the broadcasting of the next Saturday's game.

After the blind boys had become familiar with the game, another step forward in the development of their pleasurable world was taken by initiating them into attendance at their school games. In all instances the blind boys were supplied with sighted companions who were very glad to describe the progress of the game. A perceptible increase in the interest in such school activities became immediately noticeable. The blind boys in their conversation showed what "fans" they were becoming. More important was their indication of greater social-mindedness. The writer's belief is that in such ways as this do we achieve one of the most difficult of our aims in the education of the blind.

The physical activity associated with football should come after their interest has been aroused and their acquaintance made with the game. The first thing to do is to hand them a football. Let them feel it and ask questions regarding its structure. When asked what they would like to do with it the likely answer is "kick it." Hence the explanation of various types of kicks may follow.

The writer's experience has shown that the kick easiest for blind boys to learn is the punt. A preliminary trial showed in most instances that these boys were entirely lacking in the coördination,

rhythm and technique necessary to kick the ball. By taking the arm of each boy and going through the kicking motion with him, the writer found that these deficiencies were easily overcome. Instead of seeing, the boy was taught "to feel" the movement. Doing the exercise with the boy, gave him a feeling of security and made it easier for him to get used to balancing the body on the left foot, while the right was meeting the ball.

Learning to "drop kick" was a more difficult task because of the additional difficulty in "timing." The punt must be well mastered before the drop-kick can be taught. This kick might well be left out of the program since few of the boys were able to master it. Most of the boys wanted to know how to throw the ball. Since the action of throwing was almost entirely new to them, great difficulty was experienced in teaching the "spiral pass." Perhaps during the next semester greater success may be achieved in this technique. The value of this ability may be questioned since blind boys are unable to catch long throws. Their enjoyment in throwing the ball however, seemed to justify teaching it. Several periods were enjoyably spent in learning the elements of blocking and tackling. Under careful supervision this proved to be a fine source of exercise and pleasure. The area used for this

purpose was carefully covered with floor mats to minimize the danger of injury.

After these preliminary techniques had been taught, several games which employed them were devised. To facilitate the handling and detection of the ball, two small "reindeer bells" were attached to the lace. These constantly rang except when the ball was in the air.

"Plunge" was the name given to one of the games. The game consisted in having two opposing lines with five players in each and one or two "backfield" men. The game was played on a matted area ten yards long and five yards wide. At either end of the ten yard area was a rolled floor mat, which was used as the goal. The width of the game area was determined by the number of "linesmen" available. The object of the game was for the backfield men to carry the ball through the opposing line to the goal. Play was started at the center of the ten yard area and one plunge allowed before the ball changed possession. The linesmen, for the sake of safety, were not allowed to get off their knees but could, of course, move around on them. Free use of the hands for the defensive side in holding and pushing was allowed. The blowing of a whistle was the signal for the play to cease. Alert supervision was necessary to prevent the game from becoming too vig-

orous. The contestants in this game were protected from "mat burns" by wearing long gymnasium slacks and sweat shirt.

"Wall kick" was somewhat less vigorous than "plunge" but none the less interesting. The players were divided into two teams and sent to the opposite ends of the gymnasium. The object of the game was to kick the ball so as to strike the opposite wall of the gymnasium. Each time the ball struck this wall a point was scored for the team kicking. The ball was kicked by a member of the team recovering it. The bells on it facilitated its recovery. As an added precaution in this game a sighted boy was assigned to assist each team in preventing the possibility of the ball's striking one of the sightless players.

The value of swimming, to the blind as well as the sighted boy, cannot be too strongly emphasized. The ease with which the blind can be adapted to this branch of physical education makes it especially suitable for them. In swimming, blindness is not so large a handicap as in most branches of physical education. The danger of injury through contact in the water is slight. Consequently, the blind person may swim with comparatively little restraint. Through his keenly developed tactile sense he is able to familiarize himself with the pool area. It is, moreover, desirable from the point of view of



safety that the blind know how to swim since they are no longer confined to the home, are increasingly active as members of the community, and are hence liable to swimming hazards.

Swimming, besides having a protective value, provides an excellent physical exercise. Almost every portion of the body is employed in the act of swimming. As a stimulus to body development, swimming is outstanding among physical exercises. To the blind, this is very important, since most blind boys are subnormal in development. Disuse in most instances, has caused their musculature to suffer in comparison with that of the sighted. For hygienic purposes, swimming and the habit of taking regular shower baths, is invaluable. Blindness is apt to be a contributory cause to carelessness in personal cleanliness. The regular practice of bathing helps towards the formation of hygienic habits. The most important value lies in the recreative interest which swimming provides for the blind boy. This of course is not limited to their stay in school. Throughout life, there is available a ready source of exercise and pleasure.

The organization of the swimming period for blind boys requires the careful attention of the instructor. Preliminary to participation in activities the blind should be made familiar with the pool and

its surroundings. It is helpful to have them walk around the pool so as to become acquainted with such matters as the relative position of various obstacles, the distance from wall to wall, the position of exits, the length and width of the sides in terms of individual paces, and the relative depths. A preliminary acquaintance with the water may be made by allowing them to wade at will in the shallow area of the pool. The usual land and water drills to acquaint them with the essentials of the swimming strokes may then be attempted. Throughout all of their manoeuvres it is helpful to have as assistants sighted boys who understand swimming and possess a great deal of patience. Since the explanation of the teacher must appeal to the sense of hearing, solely, they must be very explicit. Progress can be made only by proceeding very slowly in every step that is attempted. Corrections must be constantly made. Many times a wrong conception of one instruction may lead to many subsequent errors. An additional difficulty is usually to be found in the "heaviness" which most blind boys display in the water. This is probably due to their retarded physical development. Most of them lack sufficient chest development to be buoyant in the water.

There are obviously many advantages to be gained in having

only the blind boy in the pool during a swimming period. Greater care and individual attention may be thus accorded to them. As a consequence, better immediate results in the teaching of swimming may be had. However, the advantages of intermingling the blind with the sighted seem to outweigh those of segregation. By being allowed to mingle with the sighted, the blind are made to feel their handicap less acutely. The socialized value of education is thus emphasized. In all likelihood the swimming which they do outside of school will be done in the company of sighted people. We approximate, therefore, natural conditions by having them join with sighted students during this period. The results at Evander Childs High School have indicated that blindness is not a serious handicap to swimming. Seven members of the class learned to swim at least seventy-five feet at the end of the

semester. Several of the boys could do even better. Two were able to swim for an extended period of time. The rest advanced sufficiently in the learning of the essentials to indicate better performance in the future.

To outline completely the results of this experiment in health education would require more space than is available here. The health education program which we have used experimentally with this class has proved that physical activity can be made a way of life for the blind child with confidence that it will contribute to his enjoyment of life, his physical and moral well being, and his adjustment to the life of the seeing community. Working with boys handicapped by the loss of sight has been the high spot of the writer's career as a teacher of health education.

WALTER J. DEGNAN.

Evander Childs High School.

## AN APPRECIATION OF MODERN ARCHITECTURE

THE appreciation of architecture is essentially different from the appreciation of painting, for a beautiful building may create in us a truly aesthetic emotion and still be a poor design. Architecture is a functional art; and while things of function can and

should be beautiful, no honest estimate can be made of any building unless the latter is functionally correct.

To simplify this point of view for the student, we have offered a method, not essentially our own, comprising four distinct points



without which the road to architectural appreciation may not be traversed. They are: 1. Purpose; 2. Location (climate and geography); 3. Materials; 4. Design.

No building can be a work of art unless it conforms to each of the four items outlined. Let us follow them through, item for item.

**Purpose.** A building is always erected for some specific purpose. It may be a school, a church, or a private residence. In any case, the arrangement of the lines and masses of the building must be treated in accordance with the use intended for it. If we are considering the erection of an office building, we should not be concerned with the specifications for a church or a theatre. A building should tell at a glance what it is intended for. It is considered a poor design if its appearance does not harmonize with its purpose.

**Location.** Buildings are constructed along different lines. The reason does not lie in haphazard design: nor does it depend upon the whim of the architect or builder. Steeply gabled buildings have been erected in northern climates because by means of such a construction rain and snow may be easily shed. Here we have a good example of function. Essentially gables are not decorations. They serve definite purposes. In warmer climates—in the South, or in Italy and Greece—buildings are

generally flat-roofed. Gables are unnecessary there because there is little rain and almost no snowfall. In the examination of a building for art quality, we cannot overlook the importance that climate and geography play in design. To erect in bleak New England the white, patio-type of building, like Washington's home in Mt. Vernon, would be the height of architectural folly; and from an art point of view, it could never be considered good design, even if in its outward appearance such a building presented pleasing lines, masses, and colors. The color of a building is important too. Buildings in the south are generally painted a very light tone. That is to reflect the heat of the sun—a very practical reason indeed. That is why light-colored apparel is worn in the summer time. Such color schemes in cold climates are poor designs for *practical reasons*.

**Materials.** The use of building materials determines, to some extent, ultimate design. A design, therefore, is dependent upon the honest use to which materials can be put. Buildings that are generally erected of stone should not be attempted in wood. Wood should not simulate marble. A Gothic church, with a stone front, in imitation of a medieval church, is architectural dishonesty when its skeleton is made of 20th century steel. Consequently it is poor design.

**Design.** The fourth and last method of looking at buildings is concerned with the principles of design. After the first three considerations have been taken care of, it is the duty of the designer (architect) to arrange his materials in such a way that his ultimate use of lines, masses, and colors creates a beautiful design. After the first three (functional) elements have been satisfied, the pure, aesthetic relationship of lines, masses, and colors must be harmoniously adjusted—if beauty is to be created. The Shelton Hotel in New York City is a splendid example of what I mean.

Having outlined the methods of looking at buildings to determine their art quality, have we nothing more to do except to exude aesthetic expression? Theoretically, that is all that is essential. However, the difficulty of architecture appreciation lies in getting away from the history of architecture and into the realm of deep emotional response. Design quality is subtle. It is very elusive and some of our foremost architects have often searched in vain for this fragile quality. Hence, our landscape is dotted with unfortunate errors and aesthetic expulsions, instead of *expressions*.

All of this is old stuff to teachers of art, and the problem of how much factual material to give to the student as a necessary background for appreciation is still a

puzzling one. No hard and fast rule can be established and we would not wish it otherwise. Art appreciation cannot be routinized. It cannot be pigeon-holed, extracted whenever students are to be "dosed" with it.

In a lesson in modern architecture, all of the old problems came to mind: how to point out the wheat from the chaff; how to get the student to understand and *appreciate* the art quality of the modern building; how not to overstress facts and understress the subtle something which is the difference between a work of art and a pile of steel and stone. These things I thought about. I was merely or mostly concerned with the subtlety of the correct relationship of the parts of the building. After all, to put it simply (though inadequately), beauty in a building is dependent upon the harmonious arrangement of lines, masses, and colors. That seems simple. But it isn't. Here are lines running majestically up to the sky. There are masses, created by recesses (windows, etc.), and there is the color of the building: grey-blue stone, chromium steel, bands of vivid color, etc. All that is necessary is to take a little of each and put them together! How simply it reads—how difficult to do. But it need not be difficult to *understand and appreciate*.

Dramatizing my lesson was a simple matter because the modern



skyscraper is a thing of romance. The most obtuse student cannot fail to be thrilled by these steel giants soaring into the clouds. Even the factual material, necessary for an understanding of how the modern building came to be, is romantic.

Factually, architectural change arises out of a *felt need*. The Romans changed Greek architecture and added arches, domes, and so forth, because the architecture of the Greeks was inadequate for *Roman needs*. To the refinement of the Greeks, the Romans added, not great architecture, but engineering genius. In modern architecture we have a product that arose because of an acutely felt need. The cost of real estate (in New York City and other large centers), as well as the overcrowding, demanded that buildings be erected on the vertical instead of the horizontal plan. But they could not go too high for it would not be feasible to *walk up* many stories. In addition, tall buildings required very thick walls. The higher the building, the thicker the walls. What a dilemma! Fifty years ago a building such as the Empire State would have been impossible. What made it possible? Two things: the elevator and steel. The former made possible tall buildings in the matter of convenience; the latter did away with heavy walls. For a structure, by the use of steel, was no longer dependent upon its walls

for support. The steel cage-like skeleton was self-supporting on every floor!

All of this information is necessary to students before they can begin to understand the modern building as a *functional* design. Appreciation of architecture in the abstract is impossible. *Form follows function!* The proof of this is made more apparent in a consideration of the Zoning Law, which decreed that a building shall be set-back at specified levels. Here is function again. Due to the canyons of darkness that were created in the lower stories of tall structures, an ordinance was passed to make possible more air and sunshine for the tenants of the lower stories of skyscrapers. Here a practical development, a legal insistence, decreed that architecture shall be modified along prescribed lines—purely a functional requirement. Did this deter good design? It did not. Architectural designers accepted the challenge and took the restrictions of steel, stone, and ordinance, and erected, in many cases, the most exciting architecture in the history of the world-architecture that is functionally and aesthetically honest.

All of this is background for appreciation—raw materials, necessary for an appreciation of architecture.

I pondered long over a method of getting this lesson across. I was not completely satisfied with

a drawing of a skyscraper, no matter how "creative" it might be. I was not interested in mere *physical* expression; I wanted *emotional* and *intellectual* response to the harmonious subtleties of the modern building. I thought of a possibility. I felt that some of the students would be amused, but I gathered my courage, went to a Woolworth store and brazenly asked for ten cents worth of colored blocks. I purchased another dime's worth of iron glue and hastened home to "play." If my students could have seen me then! I spread the blocks upon my desk and began to build my "Towers of Babylon." Many times I built them up with my blocks, only to tear them down again. Finally, satisfied with several samples, I glued them together. On the morrow, I brought the glued products, together with some loose blocks, to class and hoped that no one would snicker. Then I proceeded in the manner of the stage magician. I selected a horizontal form and said to the class: "This is the base of the building." I then selected another form and set it upon the first, in a vertical position. "Here we have," I said to the class, "the essentials of the modern building. One simple, vertical, geometric form set upon another horizontal form. The rest is a matter of harmony of line and mass. Let us build together."

And as I selected block after block, the students suggested where to put them and where to take them away. In a few moments we had erected another model of a skyscraper. The students were delighted, and several immediately suggested that they be permitted to purchase blocks for their own execution of the problem. Naturally I assented. I felt that no better way existed to appreciate form than to handle form; and I was eager to have each student build for himself. For most students the problem of money was important. They could not afford to buy the blocks. I thought that my idea would not be put into practice. It was imperative that a substitute for blocks be found, a substitute that would not involve any expenditure of money. That night, while rummaging through a first-aid cabinet, I found a number of discarded toothpaste cartons. Eureka! There was the solution. Why not use paper cartons of this type? Variety in box forms would make the solution of the problem even more vital than would the use of the blocks. The next day I suggested to all my classes that if blocks could not be procured, we might use paper cardboard cartons of the toothpaste, chiclet candy, and matchbox variety. The students were delighted with the idea, no less than Hansel and Gretel with their candy



cottage. In a few days I was deluged with a great variety of boxes, some of which were:

toothpaste, razor blade, candy, chiclet, (five cent), chiclet (one cent), Waterman's ink, shaving cream, face cream, match.

Now, I felt, the problem was solved. I repeated my demonstration, selecting a wide Ingram's shaving cream box as my horizontal base and a Pebeco tooth paste box as my vertical shape. Then the class immediately joined in, suggesting the build-up of the rest of the structure. "Place a five cent chiclet box on the right," said one. "Try a Gem razor blade box in front and a match box in back," said another. And so it went. When the building was erected, the individual parts were put together with iron glue. Before this could be done, the boxes were numbered for identification. The next step involved painting the structure a blue-gray, indicating the windows by a few speckmarks. Thus was a great industrial skyscraper erected with the cast-off materials of divers industries. The novelty took hold.

Later that day several boys (using their heads) brought in some throw-away chips from the shop department. By this time many students had some materials for the completion of our project. The idea appealed to everyone, and not

a day passed but some student came in with a "tower of New York" constructed of cardboard boxes and glue. One lad had painted his structure in silver (radiator paint) and had surmounted its top-most tower with an empty can of Dr. Lyon's tooth powder. He called it the "Empire State Building." A great deal of fun was had by all.

Three considerations prompted the development of the problem in yet another manner: 1. I was eager to have the students understand the significance of the third dimension. 2. A number of students could not procure either colored blocks, paper cartons, or chips. 3. The more able students required a further challenge. Accordingly, I planned to give these students an opportunity to wrestle with the technique of perspective.

Shattering one of my demonstration models, I proceeded to rebuild it *on paper*. This merely involved simple two-point perspective. On large paper I set the base of my building in perspective. Slowly I developed the idea of two vanishing points, horizon line, eye level, convergence, and the phenomenon of objects *seeming* to grow smaller when placed at a distance. I then went more quickly, stopping again when my building was projected *above* eye level. An occasional explanation and the sailing was smooth. Forms were set, projected and recessed at will. Be-

fore very long I had a three-dimensional drawing on a two-dimensional surface. A skeleton framework of a modern giant reaching into the sky! The next step involved color. I thought it best to use the color scheme of the model of colored blocks. By so doing, I felt that I could obtain a greater transfer from the actual model of colored blocks to its counterpart on the board. Accordingly, by means of colored chalk, I colored each block (of my drawing) green, red, yellow, or blue in accordance with the scheme of the little model. The result was quite satisfactory in that the students could see the step-by-step build-up of my drawing. The fresh, primitive color pleased them. I then asked if they would not follow through with the drawing of such a building. On another large sheet I repeated this set-up, most of the students joining; the rest being occupied with the building of blocks and cartons.

Perspective, that bug-bear of the old fashioned drawing room, came to life again, not in the drawing of meaningless geometric forms, but in the vitalization of a living, breathing structure. The students grasped the significance of two-point perspective, accepting it as a challenge; and many subsequent drawings of good proportion and beauty attest to the fact that "it's only a matter of how."

But will the reader suggest that in our play we may have been so concerned with techniques and novelties that appreciation of form and design in architecture was overlooked? I think not. And I offer the following evidence as an indication of a growing appreciation in regard to art in the modern skyscraper.

1. From socialized discussions I realized that the students knew which elements made for good design in a modern building.

2. In my own demonstration drawings and models, students were quick to suggest the *size* and *shape* of portions of the buildings, especially in set-backs.

3. In their own drawings and models they were quick to sense the precise geometric arrangement of simple forms. In the buildings, especially where fear of drawing paper did not exist, they were quick to reject unsuitable proportions. The harmonious placement of six or seven simple blocks into a thing of beauty was grasped by nearly all students.

4. Student appreciation of form was evidenced in their free criticism of buildings such as the Daily News Building, the Empire State Building, the Chrysler Building, and many other edifices in New York City.

5. Arrangements of blocks clearly showed them that function-



al design in the arrangement of forms made decoration almost unimportant. They created beautiful *shape* harmonies of line and mass and realized that in the modern building much decoration was superfluous.

6. The final test came in another socialized discussion in which students were asked to examine buildings with regard to the four points mentioned earlier in this article. Not a student missed the 4-point relationship. They grasped the *functional* significance of buildings on the first three counts and then sat back and enjoyed the line and mass arrangement of the modern skyscraper.

No less a vital experience was had by the students than was had by myself. It may be difficult to measure appreciation in the usual formal way, for appreciation is growth and we are only planting the seeds. Real growth takes place away from the classroom and over a period of years. Obviously such measurement and testing is not feasible. Consequently I cannot draw a curve of appreciation and set it down upon paper. Nor can I file my results as one can in mathematics. But here is a living experience. The seed was carefully planted and nurtured, and though the plant in its full maturity cannot be tested, sufficient reaction has been produced to indicate a desire for the beautiful, dissatisfaction

with the mediocre, and a complete rejection of the ugly.

To be sure the student is still a fledgling in appreciation. Beauty is a habit. Stated perhaps too simply, it is the job of teachers to convert habits of ugliness and mediocrity into habits of beauty. This involves surrounding the student with examples of the best in art. Constant association will develop a kinship. Knowledge will make intellectual distinctions which in turn will guide the heart (combined with the mind) to make aesthetic distinctions. In the beginning contrasts should be obvious; that is, beauty versus ugliness—a modern planned community versus an East Side slum. Later the contrast should be made less obvious and more subtle. The student will ultimately experience no aesthetic difficulty in his selection and *desire* for the best.

With regard to the subject of this article, I *know* and *feel* that my students have sensed a relationship that is at the bottom of all appreciation. I feel certain that this experience has indelibly impressed upon them the place of harmonious arrangements of lines, masses, and colors. And, if I am right, then the students' knowledge and aesthetic responses will form a basis for many years of happy adventuring along cultural pathways.

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## INDIVIDUAL HEALTH TRAINING PROCEDURES AT THE SEWARD PARK HIGH SCHOOL

IN "The Tentative Course of Study in Health Education in High Schools," Individual Health Training is defined as follows:

"Individual Health Training includes various methods of adjusting activities of Health Education to the individual needs and capacities of those pupils who deviate from the normal in any respect. . . . Some of its phases are listed below:

- Corrective exercises to correct poor posture, faulty body mechanics, weak feet, and so forth.
- Special body building exercises for pupils below normal in physical development.
- Modified recreational activities for handicapped pupils.
- Specially adapted exercises for particular physical handicaps.
- Program of rest and special hygiene for cases of fatigue, albuminuria, and malnourishment." 1

The program of activities in Individual Health Training at Seward Park High School is conducted in a manner, we believe, that has

<sup>1</sup>Tentative Course of Study in Health Education in High Schools, Board of Education, New York, 1930, p. 30.

some contribution to offer to positive education.

### 1. INDIVIDUAL HEALTH TRAINING ACTIVITIES

Pupils are selected for Individual Health Training jointly by the examining school physician and the teacher assigned to Individual Health Training Activities. The students in this course are chosen from those found to be accentuated cases of malnutrition, flat feet and postural deviations. The number of students that may be registered in any one period is limited to thirty.

When the student chosen for differentiated training reports to the Individual Health Training room, he is given an additional examination and the results are indicated on a special form. Then each student receives a leaflet containing general information regarding diet, sleep, practise of exercises and items of *personal hygiene*.

As soon as is practicable, the students in each class are arranged into homogeneous groups.

The next step is the adjustment of the student by passive and active measures to the best adjustment regarding his problem. The instructor emphasizes the "feel" of the position that is to be



achieved. Terms such as "twisted back," "dropped stomach," and "fat" are avoided. Immediately thereafter, the student is given a specific exercise to be practiced at home.

The next procedure is the photographing of each student. The postural cases are posed in relation to a plumb line; the lateral curvature cases are photographed to reveal the spinal deviation in posterior view while the anterior-posterior deviations are taken in profile. Malnutrition and obesity cases are photographed from the front. This procedure is repeated at the end of the term for the purpose of comparison, and to register improvement, if any. The pictures taken with an Ansco Memo camera are enlarged outside the school. This method of photography is economical and efficient for all purposes.

On the walls and on display boards in the Individual Health Training room are ten charts on which are detailed descriptions of the exercises relating to the following items.

1. General Exercises
2. Kyphosis
3. Lordosis
4. Scoliosis
5. Visceroptosis
6. Underweight
7. Overweight
8. Flat feet
9. Danish exercises
10. Stunts and games

Each of these charts is illustrated with markers leading from the exercises to their illustrative photographs. Each pupil is directed to the particular charts with which he is concerned. There is not a single photograph or chart indicating a "horrible example" or an abnormal condition, in the room. The emphasis is placed on positive action and positive values.

A typical period contains the following variety of cases:

Flat feet.....2	Visceroptosis .....4
Scoliosis.....8	Winged scapulae.....3
Kyphosis ..6	Overweight .....2
Lordosis.....5	Underweight .....2

The activities of each period begin with general exercises to improve general strength and muscle tone, followed by progressive relaxation exercises advocated by Dr. Edmund Jacobson of Chicago.\* Then the students practise specific exercises from the illustrated charts. The duration of these specific activities is limited by the individual capacity of the student.

At the beginning of the term the instruction is mostly individual. Before the first week has passed, students are urged to work independently and in companion activities or stunts with other pupils. The immediate objective of the program of activities is to produce in the students the desire to practise independently without the

\**Progressive Relaxation*, Edmund Jacobson, Chicago University Press, 1929.

constant guidance of the instructor.

As the problem in corrective training is essentially one of neuromuscular control, carefully pointed instruction is necessary to overcome the unequal pull tonus of antagonistic muscles. In every case, the instructor sets or points out definite focal points, gives specific cues and uses every device to orient the student to the position that tends to overcome the postural deviation. For example, while in supine lying position with knees half flexed and feet on the floor, contraction of the anterior abdominal muscles results in the flattening of the lumbar curve of the spine.

Individual Health Training activities are not limited to the specific deviation present, but include all of the factors relating to the health of the individual, together with the correction of any and all conditions that effect the student in school and out.

An adjustable foot correction device designed by Mr. Rudel is used in the gymnasium during those periods when it is not in use in the Individual Health Training room. In the former case, it serves to furnish a balancing and corrective apparatus for a squad activity. In conclusion, the objectives we seek to achieve are as follows:

1. No "abnormal" or defective conditions to be illustrated on posters or charts in the Individual Health Training room.
2. The model used for illustrating the exercises should be a well proportioned student with good body mechanics.

3. The course of study in Individual Health Training should be illustrated and prominently posted in the Individual Health Training room to offer a constant good example to the students.
4. The development in the student of the understanding and knowledge of the "feel" of the position he is trying to assume habitually.
5. The development in students of interest in good posture and the motives for its acquirement.
6. The Individual Health Training teacher should offer a model of appropriate posture in all contacts with students, when active or at rest.
7. The pupils in the Individual Health Training room are to be considered free from physical stigma. The reaction that should be evinced from students in specialized Individual Health Training work should be a firm desire to improve their condition.

## 2. AQUATICS

Swimming is being taught twice a week to a group of physically handicapped boys as a part of the Individual Health Training pro-



gram. Before programming disabled students for swimming, they receive a special physical examination. The limitation of activity is noted on each student's examination record, and a parent's consent slip permitting the student to do specialized work, is taken home to be signed.

For the physically handicapped group, the water is kept at a temperature ranging from eighty-five to ninety degrees Fahrenheit, with the purpose of obtaining adequate relaxation of the muscles.

The materials used are Kapoc belts, kick boards, water wings and polo balls. This equipment is utilized to support the students in the water and to facilitate activity. In addition, these materials help focus attention and activity on definite muscle groups with the object of developing and increasing power and coordination.

At the beginning of the term, a member of the varsity swimming squad is assigned as a companion to each student. The duties of the student companion are as follows:

1. Assist student to dress and undress.
2. Assist student to and from the shower and pool area.
3. Life guard in the pool.

#### *Aims and Objectives*

Our aims and objectives in organizing the physically handicapped group in directed aquatic activities are:

#### 1. Physiological.

These activities influence favorably the development of coordination, endurance, respiration and circulation.

#### 2. Psychological.

Definite skills, courage and mental control are developed. Increased capacity for mental and physical relaxation is acquired through participation in these exhilarating and pleasurable activities. Improvement in coordination or mind-body relationships.

#### 3. Hygienic.

Students are given ample practice in the proper use of showers, with the purpose of inculcating a desire to maintain bodily cleanliness, which obviously, is of particular value in this instance.

#### 4. Leisure and recreative values.

Swimming is a sport that physically handicapped students can enjoy. It is a source of healthful recreation throughout life, regardless of age or sex.

#### *Results Achieved in the Aquatic Program*

- Case 1—Poliomyelitis, left foot. Non-swimmer. Learned to swim free style and backstroke, performs front and back dives from one meter springboard; also life saving.

- Case 2—Poliomyelitis, both legs. Non-swimmer. Learned to swim free style one length of the pool; also breaststroke.

- Case 3—Poliomyelitis, right leg. Non-swimmer. Learned to swim free style the width of the pool.

- Case 4—Poliomyelitis, left leg, also fractured clavicle. Non-swimmer. Learned to swim free style the width of the pool.

- Case 5—Poliomyelitis, both arms. Non-swimmer. Learned to swim the width of the pool—side arm stroke.

- Case 6—Poliomyelitis, both legs, cannot bend at waist. Non-swimmer. Learned to swim free style the length of the pool.

- Case 7—Compound fracture of right leg. Swimmer. Improved his crawl stroke and learned the back stroke, performs front and back dives from one meter board; also life saving. This student walked with a decided limp and used a cane. He has discarded the cane and the limp is hardly noticeable.

- Case 8—Poliomyelitis, both legs. Swimmer. Improved his stroke, also dives from the one meter springboard.

We have noticed that the attitude of the physically handicapped students after learning to swim is as follows:

- a. They do not wish to compete in activities where their homogeneous group alone is involved, but express a definite desire to compete in activities with the swimming team.
- b. They place themselves on an equal basis with any physically normal students participating in similar activities.
- c. They forget their defects and participate in these activities with enthusiasm, courage and unsurpassed fearlessness.
- d. In their game activities, they demonstrate aggressiveness that is the manifest result of the release of damned up and latent energy which heretofore has had no outlet in expression. The social adjustment value of this renaissance is obvious.

Below is a list of some of the activities used in the conduct of this phase of the Individual Health Training program.

#### 1. Individual stunts.

- a. Sculling.
  1. Forward.
    - a. Face up.
    - b. Face down.
  2. Backward.
    - a. Face up.
    - b. Face down.

- b. Somersaults in the water.
  1. Forward.



2. Backward.
- c. Life saving.
  1. Carries.
  2. Surface dive.
  3. Floating.
  4. Resuscitation.
- d. Diving.
2. Group activities.
  - a. Surface dive formation.
  - b. Call ball.
  - c. Water polo, modified.
  - d. Dodge ball, across the tank.
  - e. Water baseball.
  - f. Pass ball relay race.
  - g. Competitive swimming.
  - h. Bull in the Ring.

This game is played in about four feet of water, in circle formation. One player in the center is called the Bull. The Bull tries to break through the circle, either under or over the surface of the water, performing surface or porpoise dives, developing underwaternanship. Each boy is given an opportunity to play as the Bull.

All these activities have the desirable quality of permitting great physical latitude unobtainable to these pupils in land activities.

In this program for physically handicapped pupils, every boy is given systematic and individual swimming instruction. The student adapts himself to the stroke that best meets his needs. Relaxation is taught through floating. The preliminary procedure is the passive exercise of the affected

parts of the body. The student is made to concentrate on the movement and to help as much as possible, thereby restoring the lost neuromuscular control.

From the corrective standpoint, aquatic activities have great possibilities for postural and motor efficiency through the combination of relaxation and controlled movements. Better body mechanics is within the capacity of physically handicapped students as a result of participation in these activities.

The most satisfactory result of the conduct of this program has been the effect on the personalities of these students, giving them the confidence and satisfaction that make for the normal adjustment of the physically handicapped student to life.

### 3. THE CARDIAC CLASS.

What shall we do with the cardiac student in connection with Health Education? Shall we close the gymnasium doors to him, or shall we give him some work within his physical capabilities, some enjoyable games, and at the same time, acquaint him with a safe limit of physical activity up to which he may go safely? In Seward Park High School, we decided on the latter.

Naturally, there was some preliminary work to be done. The students excluded from the regular gymnasium activities furnished a list of prospective candidates. Each boy was examined and classified by

two physicians,—the physician who examined the students in school and the student's own family physician. In this manner, we had a double check on the cardiac pupil. Out of over one hundred cases, there was a difference of opinion in only two instances,—and these two students were assigned to the group having the less vigorous activities.

The classification groups are four in number, the "Inactive," the "Light," the "Moderate" and the "Vigorous." With the cooperation of the program committee, all cardiacs were assigned to one of the three classes, the register of each class kept under forty,—all classes under the supervision of John W. Cole. We are fortunate in having two gymnasias making possible the segregation necessary for this type of work.

#### Activities

The activities in the cardiac class were of two types.

- a. Very light and short exercises of no more than two or three in number, for the promotion of better posture.
- b. Recreational activities.

The "Inactive" group had such games as golf putting, shuffle board, stick balancing, and games calling for the use of a small rubber ball that could be played with while sitting.

The "Light" exercise group had much the same activities, but were permitted to play at them a little

more vigorously or to involve greater distances where possible.

The "moderates" were given games that used a basketball but which necessitated practically no running. Short forward passes with the football was another of their activities. In other words, their games approximated those of the normal boy except that there had to be a low limit on anything which necessitated use of large muscle groups, so that there would not be too great a strain on the vascular system.

The "vigorous" group's work was similar to that of the "moderate" except that the limit on activity was raised somewhat. Indoor baseball fitted in nicely for this group, after imposing such restrictions as being allowed only two strikes and getting only one base on a hit; the game was played with a "dead" ball.

Competition, while it has its virtues, had to be controlled in many of the activities. The excitement and tendency of competition to intensify the activity could very easily tax the boy beyond his safe limit.

The conduct of the class calls for a very close and individual type of supervision. As a rule, most cardiac boys' attitudes fall into one of two types; those who refuse to regard their condition as subnormal, and those who believe that the infliction of a subnormal heart dooms them to a life of little



or no physical activity. The first group will need watching for signs of overexertion, while the second group occasionally has to be lifted somewhat and made to realize that there are physical activities in which they can safely engage.

The increase pulse and respiration rates are the easily found indices of too vigorous activity. It necessitates a prior determination of the rates after the boy has had a period of rest and the recording thereof. A comparison of his normal rate and that taken during his work will reveal if he is to sit down and rest, or to continue activity. Another factor is to be considered—his compensation. If the heart takes an unusually long time to return to its normal rate, this should be interpreted as a good indication that he boy is taking his play too strenuously. Facial coloring is of value in some cases.

To facilitate the supervision of the class, the wearing of differently colored buttons corresponding to the various classifications, is of great value. By regarding the button as part of the gymnasium costume, it is possible to enforce its being worn. It makes for the quick and easy detection of any boy who wanders into a more vigorous activity.

A boy may not be particularly interested in knowing that his cardiac disorder is functional or organic, a mitral stenosis or an aortic regurgitation, but occasional talks

on the future of his heart condition can evoke a great deal of interest. If he can be impressed as to the possibility of his eventually having an almost normal heart by raising its compensation through what is, for him, the proper amount of energy to expend, he has been given a goal for which he can strive. It is true that not all hearts will build this compensation. However, there still remains the intention on the part of the student to budget the expenditure of energy.

It has afforded an immense amount of gratification to see the occasional boy "promoted" to a group which is allowed more vigorous activity.

#### 4. MORRIS ARON PHYSIOTHERAPY CLINIC.

The school has a physiotherapy room in which is installed a branch of the Morris Aron Association for the after care of crippled children.

The clinic is equipped with a baking machine, an infra-red lamp, an intensifying heat lamp and facilities for massage.

In charge of the rehabilitation of post poliomyelitis cases is Dr. Elizaveta Bajanova, a registered physiotherapist to whom the physically handicapped boys report at regularly scheduled periods for treatment.

The skilled manipulation of atrophied muscles and scar tissue, and the physiotherapeutic devices already mentioned, when coupled

with the therapeutic values of the special swimming class, have yielded tangible results that are highly gratifying to all associated with this work.

#### 5. CONCLUSION.

The Individual Health Training Activities in Seward Park High School are the result of several years' planning and activity by the various members of our depart-

ment under the guidance and supervision of the chairman, Mr. Herbert M. Ross.

ALEXANDER G. RUDEL,  
Individual Health Training  
Activities.

JOHN W. COLE,  
Cardiac Classes.

THOR WROLDSEN,  
Aquatic Activities.  
Seward Park High School.

## THE WILL TO DO ONE'S BEST AS APPLIED TO STUDY HABITS

SINCE I believe that in the preparation of homework, more than in any other phase of the child's life, the will to do his best is most made manifest, for in this activity he responds to an inner urge to do or not to do, and not to the teacher's presence, I shall discuss this subject as it applies to homework.

Getting homework regularly and properly prepared, especially if it is other than written homework, probably engenders more friction between teachers and pupils, and parents and children than any other single cause, and teachers, parents, and pupils heartily wish it might be abandoned if some other way of getting the work done might be found.

Discouraging results often make it appear that the consistent will

to do one's best in the matter of homework resides chiefly in the teacher, for despite all possible encouragement and aid, by means of scrupulous study of the scope of the homework, careful preparation of assignment sheets, thorough advance explanation and practice, discussion of the best conditions under which study is effective, and periodic supervised study periods in school, many pupils fail in their work because of ineffective preparation of homework. Why this failure?

The causes of failure on the part of pupils to put forth their best effort in the matter of homework may be discussed under two headings, native and environmental.

Under native, must be considered natural endowment, intellectual and emotional. Psychologi-



cal investigation has established the fact that desirable qualities, though not present in equal amounts, tend to correlate positively; that is, intellectually superior pupils are more likely than not to be superior than the less well-endowed, in health, size, good manners, sense of ethical values and responsibility, and other desirable traits.

Thus it should be expected that the will to do their best is stronger in the gifted than in the less gifted. Fewer failures certainly occur among the brighter children. They not only grasp the work more readily, but better understand the importance of doing it with some degree of thoroughness. Do they, however, exercise the will to do their best? Our high schools are in general still geared to the abilities of the average pupil, and except in such schools where sectioning and other devices segregate the superior children, and special provision is made to challenge their capacities, they achieve success without doing their best. One very superior pupil whose achievement was wholly out of line with his capacities decided, "I pay attention in class, and that's all that should be expected. Besides, I do as well as the rest anyhow." He could not be failed because he was able to pass his tests by merely "paying attention in class," and because such homework as had to be handed in (he did not bother

to do the other), compared favorably with that of his fellow students, though it was by no means commensurate with his tested abilities. Afforded more stimulation and incentive, the output of such children would undoubtedly be augmented; lacking them, they acquire and establish the habit of producing what for them is mediocre work, and their ability without effort to produce better than acceptable work stultifies their best energies.

Some time ago at a teachers' meeting when a number of pupils were asked to express their views on why pupils fail, one petulantly declared that since responsibilities would have to be assumed in later life, pupils are justified in "getting away with it," while they are young. So it is that often pupils from whom more may be justifiably expected achieve little and rationalize their failure with a trumped-up philosophy.

The pupil of average ability, more than his brighter or less gifted school-fellow, is apt to exercise the will to do his best. Work geared to his capacities challenges him, brings the realization that effort counts, but does not overwhelm him nor demand the sacrifice of other satisfactions that make for emotional balance.

It is truly remarkable how much success some of the duller pupils achieve despite comparatively poor intellectual endowment. With an

I. Q. of 90, they achieve the Honor Roll and Arista which some of the better able do not attain. Several "90's" at the end of a term for a pupil of this caliber bespeak not only a Herculean effort, but the sacrifice of other satisfactions. Certainly, if home obligations and school service are added to a program which alone severely taxes his powers, the zeal to excel must for such a pupil result in perpetual hurry and worry, in loss of sleep, exercise, and recreation, and in constant fear about marks which deleteriously affect his physical and mental well-being. Does not this inordinate will to do his best possibly result in a nervousness and maladjustment outside of school which we do not even suspect? And are we justified in asking such a child to do his best? Is not this an over-compensation for a felt inadequacy which is too costly?

In the case of most of the dull school children, however, the will to do their best is probably consistent with their intelligence, since less desirable traits also correlate. The work which is too easy for the more gifted, and challenges the mediocre, is for them too difficult. It is true that some may start the term with a new zeal and fresh determination, but their sustaining power is too feeble to maintain the high pitch their struggle must assume to attain even a fair degree of success. Soon they feel them-

selves slipping, and again it becomes evident even to themselves that they cannot cope with the requirements, and, overpowered, they surrender exhausted and discouraged. Others know from former experience what they may expect to achieve, and, unaccustomed to success, they lack the incentive upon which ambition feeds. They flit from subject to subject until persistent failure forces a more adequate adjustment.

In short, the will to do his best is probably most characteristic of the average pupil, and I believe that the average child usually does do his best unless other than intellectual causes interfere with his efforts. The inferior child succumbs easily to defeat. The superior child has an inner urge to achieve, but since the product of merely his mediocre effort assures distinction in the required school subjects, his best effort is reserved for extra-classroom activities which especially interest him, and for those in which he must compete only with his peers,—activities which are not forced upon the less-gifted by a democratic educational philosophy.

Despite good intellectual equipment, some children fail to put forth their best effort because of some unfortunate conditioned attitude toward school, teacher, or work, and this aspect of the subject is best considered under the environmental influences which



militate against the child's will to do his best.

Unhappiness caused by too difficult work; dislike of the teacher because of an unconscious identification of her appearance or manner with those of someone else who has previously caused the child sorrow or chagrin; analogy between the authority of the teacher and that of a too stern parent; a conscious or unconscious injury inflicted by the teacher; a desire to spite teacher or parent,—all these and many other emotional reactions may discourage or willfully prevent a discouraged, unhappy, hurt, rebellious, or spiteful child from doing his best.

Other environmental influences conspiring against the child's best efforts include ill health or unfortunate personal appearance. A youth of sixteen having a blemished skin since early adolescence grasps intellectually that this is a phenomenon of adolescence, but this understanding in no way mitigates his self-consciousness or alleviates his worry, for it has a direct bearing on his popularity, fun, and self-esteem.

The ill-health of the child's mother or other member of the family, family discord or disgrace, conflict over his own inertia, or even the loss or death of his dog may disturb the child's peace of mind and use up in anxiety and useless wishful thinking the energies that should go into constructive effort.

Those who saw the small, dark, crowded, stuffy, inconvenient, and in every sense inadequate "model" slum apartment shown in the various Housing Exhibitions held here in New York, imagine it occupied by a family, each member of which has different needs, interests, and a pressing urge to express himself, and remember that a large number of our public school children come from just such homes, must realize that the absence of space and privacy, possible hunger and consequent restlessness, probable home duties performed after a day of exhausting stair-climbing in a large school building must render them unable to do their best. Then, to other worries are added those of failure in school work! Admittedly this rather dreary picture does not portray the conditions in every case, but the presence of even a few of them may incapacitate the child's best effort.

The happier distractions,—friends, radio, cinema, and other simple diversions which bid for the pleasure-loving propensities of youth elicit less the sympathies of the teacher. Excessive participation in athletics and other recreational extra-classroom activities of the school itself make a claim upon the pupil's time and energies. The desire to be beautiful is especially normal in the adolescent girl, and daintily incriminated finger nails and meticulously plucked eyebrows

often attest the expenditure of the will to do her best which might better have been applied to homework.

Further, working for remote rewards (and to most adolescents "reward" means monetary reward), is characteristic of maturity, not of youth. Distinction in school does not sufficiently motivate many underprivileged girls and boys whose immediate need is good food, comfortable, attractive shelter where friends may come, decent clothing, and the minimum of other worldly possessions which adolescence requires to command respect and bolster up its self-esteem. Observe the zeal for part-time work, and the zest with which obligations that bring monetary rewards are met.

Having considered the causes why pupils fail to do their best, what can teachers do about it? At the beginning of this discourse, I limited the discussion to the "Will to do one's best as applied to homework." Let it be assumed, therefore, that pupils have been wisely programmed, and that we must do the best we can with those who have been assigned to our recitation classes.

The majority of the superior children present no visible problem, for they get along in spite of the teacher, even if they do not do their best. They should, of course, have been programmed with pupils of equal ability, and

be offered an enriched curriculum, and the ideal teacher will be self-sacrificing enough to relinquish a superior child who has been inadvertently placed in a dull class, and endeavor to place him where his abilities will be challenged. Occasionally a child has been sinned against by a former teacher. His record shows consistent failure during the preceding term, and a final passing mark. Such children do not often sustain themselves in the next term. In fact, one child whose record showed this for two preceding terms told me that, realizing her weakness, she had tried to fail the second term, but was promoted anyhow. In this case, the child had more sense than the teacher, or it might be asked, "Was this teacher thinking solely about the pupil's welfare?" The best prediction for a following term's success, and the only criterion for promotion should be, "Has the child mastered this term's work?" Anything else is merely hope. If a child is destined to fail, it is better that he repeat the lower term.

If a pupil shows signs of failing, a prompt and vigorous attack should be made upon the cause, and the child salvaged before it is too late. The aid of the proper agencies should be enlisted to rectify physical defects and mental maladjustments. Good rapport must, of course, be first established.



The child's record should be discussed with him, and he should be led to formulate the reasons for his failure and methods of improvement. Failure in the matter of homework will often be acknowledged, and "Try harder," be offered as a means of achieving greater success, but "Try harder," won't do. Specific ways of improvement should be offered,—a better allotment of time, rearrangement in the order of duties to avoid waste of precious moments, discontinuance of some activities, study at the library or other quiet place, the use of reference and other books to supplement his own text book which may be too difficult, special help from this teacher or other pupils, extra periods in failing subjects to be pursued in study periods, self-analysis of rationalizations, questioning his own motives and aims, and in some cases, more exercise and recreation. Scolding and preaching are ineffective, except, perhaps, the appeal of consideration for parents, for this touches the normal adolescent idealism of doing something for someone else.

An immediate opportunity to show improvement should be afforded. The child should be made to feel that he is indeed making a fresh start, that by-gones are by-gones, and that the teacher not only bears no grudge, but is anxious to do her best to see him through. Sometimes a failing

child can be subtly cajoled into putting forth more effort by increasing his sense of importance to the teacher. Opportunity to assist with the correction of papers, help with clerical work, inclusion in a coöperative project in which he is given a chance to shine, or the establishment of any personal relationship will inaugurate a feeling that he must not disappoint. Dancing with a failing child at school parties, drawing him into conversation, and sometimes merely smiling at him making him feel that he is not eternally damned because he failed, may bring a change for the better in attitude and work. The advance must come from the teacher, for children are not sure of themselves and over-compensate with an intense pride. They are grateful for the smallest extra attention, and so sensitive that the magnitude of the response, for better or worse, is sometimes out of all proportion to the stimulus.

In the attempt to lead children to do their best, the teacher may well question constantly her own activities, and be on the alert for improving her own aims and methods. Homework should be checked for quantity and quality, for otherwise no matter how often pupils are told that they do it for themselves and not for the teacher, they become careless, if they do it at all. Because this is almost overwhelming in some subjects, teach-

ers sometimes delegate pupils to do this work with no more result at the end of the term, despite incessant urging and reminding, than a yard-long list of names with an equally lengthy list of dates on which homework was not brought in.

Checking stenography homework can be quickly dispatched by the teacher if an orderly arrangement of the work on paper, and a routine of recitation is promptly established at the beginning of the term. A line should be left between exercises, and each should be numbered so that a designated one can be found instantly. In my classes, every child is called upon several times a day for short recitations, consisting possibly of only four or five words, reading forwards from the beginning or middle of some exercises, and backwards from others, so that no pattern of recitation or order of names can be depended upon. This device catches the unprepared. No time is wasted in waiting for pupils to stumble through recitations, for poorly prepared homework is treated like unprepared homework,—it must be done twice, not as punishment, but as needed practice that was lost in failing to do the original homework, and in inability to follow in class. This may seem severe, but it does not happen often, for the method is remarkably efficacious in getting the work done.

I believe that ordinarily no one exercise should have to be written more than once in any assignment, for exact repetition encourages automatic, thoughtless, and careless copying, and offers an opportunity to be dishonest, whereas repetition on successive days insures a fresh attack. As a rule, I present, review, and drill new work two days before assigning it for home preparation. When the work is well understood, the homework seems easier, is done more quickly, and the child not only is more willing to do it because he does not have to struggle, but enjoys it because he feels a sense of power.

The relation between daily preparation of homework and success in tests is explained at the beginning of the term, and often reiterated. All test papers are returned, and the method of marking explained. Children always eagerly await the results of their effort, and especially appreciate a comment, no matter how brief. "Fine," "This is not like you," or "Careless outlines," makes a pupil feel that his paper received special attention. These papers must be returned after having been signed by a parent "right under the mark." Sometimes parents voluntarily come to school as a result of such papers, and occasionally one even writes a letter of thanks for the interest shown. There should be no surprises either for the child or for the parent when



the report card is issued. Both should know from test results what to expect.

The foregoing are only a few devices. Every teacher, no doubt, has developed her own techniques, and it is for an exchange of ideas that meetings of teachers should be held.

Besides our own best efforts, however, nature gradually works its wonders. With increasing years, mental and physical development achieves its stature, and yielding more and more to society's shaping process, the sense of responsibility grows. In this, as in every other trait, individual differences are visible, and the world's work is variously done according as "the will to do one's best" has been developed. Some never achieve it; others exercise it for years on end and then undergo a change of personality even before the decline of senescence has set in; to wit, cases of dementia praecox, hoboes, tramps, and even the occasional bright pupil who

realizes his lack of ambition and is conflicted over it. Absence of the will to do one's best will probably be better understood when the knowledge of physiological chemistry has reached a higher stage of development. Even with the present limited knowledge, various hypo-functioning glands have been stimulated to a more normal functioning, and a better balance of the endocrine system has wrought changes which another age would have termed miraculous. This permits one to hazard the thought that the will to do one's best is based on something more fundamental than extraneous urging, and that in the future, when other methods fail, endocrinological and other biochemical examination will be as routine as dental care. When that time comes, however, the teacher will, by precept and example, still play an important rôle in stimulating her charges to do their best, for nature without the guiding hand of nurture is wild.

ELSA RICHARDS.

Julia Richman High School.

## POETRY FOR REBELS

IT is almost axiomatic to remark that, very often, in the teaching of English, the instructor meets with situations which make indelible impressions upon his mind, and which require a direct and drastic change in teaching technique to insure their proper handling. One

of such instances occurred recently when copies of the "Idylls of the King" were distributed to a sixth term class, composed almost entirely of boys of slow mental comprehension. The consternation, even disgust, evident on every face was utterly astounding. The in-

formal question, "What's the trouble, boys?" brought these frank answers; "Aw, it's poetry," "It's about people named Percivale and Galahad," "Poetry is too hard," "The other classes said it's no good," "Nobody reads poetry except in school."

The time may have been propitious, in some opinions, for the instructor to have launched into a defense based on an enthusiastic eulogy of Tennyson, the "Idylls," and the adventurous tone of the medieval era. Knowing, however, the calibre of the students, and frankly amazed by the definite hostility aroused, the teacher turned an apparent about-face and issued the direction that the books be put safely away until next called for. The hostility changed to bewilderment when the pupils were notified that, as a new assignment, they were to bring to school the next day, copies of song sheets, preferably the one cent variety consisting of song lyrics only.

Next period found the students equipped with the many-colored, badly printed sheets. The opening question was to obtain the students' opinions as to the best song, exclusive of melody. This unusual query necessitated an impasse at first, until one hardy soul ventured a response. Then discussion began free. From the mass of suggestions, certain reasons were listed: "The words are good," "It has more feeling," "It's different,"

and even, from one discerning girl, "The grammar is good!"

From this point on, the lesson development is clear. Using each suggestion as a basis, definite facts were deduced. For example, as proof of the first point, wording, the students realized that a simple simile was more descriptive than an isolated adjective—that "wide as the ocean" was an improvement on "big," and so forth. The first period passed rapidly with thorough discussion of wording and phrasing, and a follow-up assignment was given.

The succeeding lessons consisted of simple open discussion of the emotional content, rhyme, and rhythm. The students commented on the fact that although hackneyed and stereotyped, the love sentiment was predominant, also that many so-called philosophical songs were published each season. Criticism was made, to continue, that many lines in certain choruses rhymed imperfectly or not at all, the authors relying upon music to cover up the discrepancy. Finally the best songs were selected.

Now, how was one to bridge the gap between modern popular songs, surely the bottom rung, if not the dust beneath, to Tennyson and others, so near the top? The most important step had been taken, however, in the form of motivation. When the boys realized that they had been studying an elementary form of poetry all



this time, and that good poetry contained the same elements at its foundation, augmented and polished to a fine brilliance by the mind of a genius, the hostility was no longer evident. It was logical to draw the analogy between a neophyte's awkward attempts with the paintbrush and the finesse of great masters of the ages. The class began to anticipate the reading of the "Idylls" with less dread and perhaps a certain curiosity, as to how much better a revered poet could manipulate the fundamental devices employed by the hack-writers of Tin Pan Alley.

It is unnecessary to continue the lesson plans from this point on. True to formal technique, the poems were taught first for the narrative, then for style (the wording and figures of speech were studied quite enthusiastically), and briefly with the inductive method, for the allegorical significance. The consensus of opinion, to report candidly, was not an intense love for the poems, but a definite feeling of admiration for the skill of Tennyson—after all, the open sesame to poetic appreciation.

The climax occurred, however, when the students were presented with a second text, an anthology of old and modern verse, the more logical intermediary between songs and the "Idylls," but which the exigencies of book room distribution had made impossible to dis-

tribute until after the first text. Their enthusiasm was genuine; each student found several favorite poems, although all admitted that the book would have met with almost as cold a reception as had Tennyson's epics.

And the fitting conclusion was to receive original poetic contributions, in answer to an optional assignment, from the previous sceptics and rebels. Three of these are printed below—surely not great works of art, not even *good* poetry to the critical mind, but evidence of a growing appreciation and a slight understanding of the skill and the love of beauty which must be possessed by the poets.

#### NUMQUAM DESPERA

How loss and failure hurt the heart,

Both young and old have felt,  
A bruise that burns and heals but slow,

The blow is quickly dealt.

We learn to bear the loss of friends,

But here's to test the strong,  
To witness when all plans collapse  
For which they worked so long.

But there is comfort in the fact,

A fact that is well known.  
It gives new hope to live. It  
quotes,

"You reap what you have sown."

#### THE COMING OF AGE

At just what age does age begin?  
If it's by birthdays told,  
Which one of them must usher in  
The year when we turn old?

Time was I thought the fortieth  
year

Was far along the way.

And looked with awe, akin to fear,

At men with temples gray.

I well recall, when I was ten,

My folks were forty-three;

And that seemed old, so very old  
then

To little girls like me.

But when I'd raced to forty-three,  
It made my blood turn cold

To hear some youngster speak of  
me

Respectfully as "old."

But now I know the blithesome  
heart

Can bravely wear the years,

And till from life we draw apart  
No sign of age appears.

#### A GOOD SPORTSMAN

I, as a friend, speak to you,  
Telling you what you should do,  
To be a good sportsman.  
Life is a sport in itself,  
Each moment a fight for the goal  
So be a good sportsman.

Fight each game fairly and be  
Not without effort to win,  
But be a good sportsman.

Show mercy and kindness to all,  
When you are the victor in life,  
Thus be a good sportsman.

If one little battle is lost,  
Go, search for another to win,  
And be a good sportsman.

At last when this battle is won,  
You'll have gained the great goal  
up above  
For being a good sportsman.

Until we cease with joy to share  
In all life's work and fun,  
And drop the burdens we must  
bear,  
Old age has not begun.

ETHEL G. FANKUCHEN.  
Bushwick High School.

#### HIGH POINTS

Motivation for Supplementary  
Reading

I varied the motivation of this  
lesson according to the ability of

the students and the term of the class. In all cases, however, the lesson was presented as a test which they were to mark themselves, a test that would indicate



to them whether they had read some of the most interesting stories and books ever written. I selected ten books on which I had made up questions. The selection, of course, differed in the various classes according to the term. The students were asked to take out a sheet of paper and number from one to ten. They were told to listen attentively to each question. If they had read the book and knew the answer they were to write the name of the book and the author's name next to the corresponding number. After the questions were given and answered, we went over them again, the class supplying the answers where possible and marking their own papers.

I am submitting the following questions as a sample test given to a second term class. Some of these were made up before the moving picture of the book was shown. In those cases where a moving picture had already been made, I endeavored to word the question about some interesting incident not mentioned in the movies. This type of question more than answered the queries of those students who are fond of asking, "Why read the book when you can see it in the movies?"

The ten questions follow:

1. In what story does a huge, man-like monster murder many people living on a street in Paris?
2. In what story do two lovers,

separated on the eve of their marriage, meet again at the death bed of one of them?

3. In what story did the author predict the invention of the submarine many years before it was actually invented?

4. A skull.

A glittering insect.

Buried treasure.

In what story do we find these related?

5. In what story does a character save his life by predicting an eclipse?

6. In what story does a girl dye her hair green?

7. In what story is a man sentenced to many years of imprisonment for stealing a loaf of bread?

8. What boy attends his own funeral?

9. In what story is a balloon containing several people and a dog wrecked on an uninhabited island?

10. In what story does a much laughed at character detect a murder and the exchange of a white and Negro child, through the use of fingerprints?

When the papers were being marked, the students themselves furnished the answers, and were encouraged to speak briefly about the book (without mentioning the plot) to the rest of the class who had not read that particular book or story. Those who were interested, and there usually were many, wrote down the name and

author for future reference. The class was then assigned a question similar to the ones asked on some book or story not mentioned that day in class. They were instructed to word the question carefully about some outstanding incident, something that made the book different from any other they had read. The next day's lesson was devoted to the reading of these questions and a brief discussion of the book involved. In many cases the wording of the question had to be corrected before the book itself could be discussed.

At the end of this lesson, the next book report was assigned. It was gratifying to note the number of books, mentioned these two days in class, which appeared in the reports that followed.

In a very bright fourth term class, I supplemented this lesson with another that proved highly successful. (The same lesson did not work out however in a more average class of the same term.)

After they had composed their own questions on books they had read, we discussed the necessity for bringing these interesting, vital stories to the attention of the students in the school, outside our own class. Many suggestions were made. The class finally decided on a project of their own. They would make posters, brightly colored, print their questions on them, and hang them around the room. And so they did! The lettering

of the questions was bold enough to be seen at a distance. The name of the book was given in very small print at the bottom of each poster. Since the room was used by ten or eleven classes during the day, the attention of some 350 to 400 students was brought to these posters. The authors of the scheme were very pleased to note the attention which their handiwork had produced and would report to me or to the class, conversations overheard concerning the books mentioned.

If posters are made, they should be changed at the end of a week. It would have been, perhaps, a better idea to have had some system of rotation whereby new posters could be put up each week.

PEARL MAXWELL.

Abraham Lincoln High School.

### Benjamin Franklin Housing Exhibit of Vital Interest to Students

A housing exhibit on display in our library from October 15 to 22 aroused an interest among the students far exceeding the expectations of the directors of the display. The intelligent grasp of the housing problem shown by the students, all of whom voluntarily attended the exhibit, was a remarkable demonstration of their acute realization of how closely their physical and spiritual well-being is intertwined with housing conditions.



The idea of an exhibit was suggested by the recent exhibition held at the Lenox Hill Settlement House, which is in the neighborhood of the Benjamin Franklin Annex. At that time the students who went to see the Lenox Hill exhibit displayed such a keen interest in the subject that it was decided to hold an exhibit of our own.

Utilizing the library, the physical arrangement of the exhibition was directed by Mr. Kenny, Chairman of the Art Department, with a view of placing photographs and models to the best and proper lighting advantage.

Consisting of models, charts and photographs, the material showed equally good and bad housing conditions. One model depicted a building common in the neighborhood of the school and had a removable roof, which made possible interior as well as exterior views. This item attracted great attention among the students, who attempted to identify it as part of their own neighborhood. The largest model, weighing nearly a ton, represented a ten block area. Several of the models showed what housing could be like in areas where it is feasible to have garden apartments. This was of peculiar interest since those in the neighborhood of Benjamin Franklin, an east side area just south of Harlem, have little opportunity to

view the suburban touch in housing.

Photographs ranged from very small pictures to large reproductions measuring ten by twenty feet, covering an entire wall. An original model, measuring six feet by six, was executed by students in the art department who were allowed to work out their own ideas. Panels depicting interiors were loaned by the Museum of the City of New York. These panels, mostly of interiors, were electrically illuminated from the inside, producing a decidedly realistic effect.

While on display the exhibit was open during school hours to all parents of the students, and was also viewed during the two evenings while the exhibition took place, when the Community Advisory Council, an organization sponsored by the school, held meetings. The attraction was found to be equally potent for the older people.

The reaction of the students indicated their belief in housing as a very personal problem. After looking at examples of modern apartment construction, a number were curious as to costs and how prices would range for occupants. Others were interested in the various methods employed to acquire land for new housing developments, and asked questions concerning the legal aspects of condemnation. The instructors present

were extremely careful to avoid any mention of a definite housing program, but not so the students. The question most frequently propounded was: "What can we do about it?"

The Hon. Vito Marcantonio, Congressional Representative from this district, attended the exhibit and addressed the Community Advisory Council of the school. He told them that while their own unaided efforts might avail them nothing, they were to remember that good housing is a vital social need, and that if they combined with others who have recognized this fact to strengthen a widespread demand for better housing, the housing movement would be that much further advanced.

The Lenox Hill Settlement House, which is a member of the Community Advisory Council, aided considerably in advising the directors of the exhibit. Assistance was also obtained from the New York City Housing Authority, and from the Museum of the City of New York. The success of the exhibit indicates a vital interest on the part of the students in one of the most pressing problems of today, and we are prepared to offer suggestions for guidance in any similar projected exhibit. In essence, however, it was a concrete and vitalized expression of the practical aspects of housing as taught in our civics classes and thus

brought home its lessons in a real, visualized manner.

HAROLD FIELDS,  
Chairman, Social Sciences.  
Benjamin Franklin High School.

### An Investigation Into the Esthetic Judgment of Second Year Pupils as Applied to Picture Appreciation

The purpose of the investigation was to try to discover what governed the choice of pictures on the part of the students. These pupils were all boys in the fourth grade of the art course, and had previously become acquainted with the masters of the past and present. At the time the test was given, the writer had not yet discussed picture appreciation, so that none of those tested were influenced by the point of view of their teacher. The number tested was 189.

The basis of the test was as follows: Two sets of pictures, in color, were selected, each set comprising six reproductions. The subject of one group was "Persons", and the subject of the other group was "Landscape." Each set consisted of three pictures which (according to consensus of expert opinion) were devoid of creative appeal, and three pictures which possessed, to some degree, artistic merit. This equal division was based on the assumption that if a boy, possessed of good judgment,



should reject a picture because of personal bias, and that example should be a creative work, then he would still be able to choose from the other two meritorious ones. If, however, personal whimsy should operate against all three good pictures, then the writer thought it fair to assume that the student's conceptions were not yet strong enough to effect a choice unbiased by sentimentalism and superficiality. Of course, the more of each type, good and bad, represented, the more accurate may be the measure of judgment, and the easier to detect the reasons for such judgment (and then, again, perhaps the opposite may be true!). Nevertheless, the writer thought that reducing the number of pictures to a minimum would eliminate confusion and make selection easier for the student.

The method of presentation was as follows: The students were told at the outset that this was not going to be a test in the formal school sense, and were made to understand that frankness was necessary. To encourage honesty of choice, no students' names were to appear on the slips of paper distributed. However, comment was invited. Only the number of the picture was to appear on the slip. The students were urged to please themselves only, in making their choices. They were to pretend that they were selecting a picture intended to hang for many

years in their own homes or rooms. The titles and the artists' names were concealed. The pictures presented, with the number of votes received by each, were as follows:

#### Group 1—"Persons"

1. Cezanne—Self-portrait ....(15)
2. Kisling—Lady with Red Hair ..... (6)
3. Ghirlandajo — F. Sassetta and his Son, Theodore..(17)
4. Sargent—Robert de Civi-rioux (A small boy holding a kitten in his arms) .....(28)
5. Russell—Child with Cher-ries (Little girl holding cherries before her mouth) .....(62)
6. Watts — Hope (Woman seated on a globe).....(61)

#### Group 2—"Landscape"

1. Lorraine—David at the Cave of Adullam.....(81)
2. Van Gogh—Yellow Land-scape .....(12)
3. Vlaminck—Landscape with River .....(50)
4. Hitchcock—Flower Girl in Holland ..... (4)
5. Cazin—Ishmael ..... (8)
6. Hopper—Camel's Hump..(34)

In the above arrangement, the first three pictures in each group possessed merit, with the other

three devoid of such. In the landscape group, nos. 1, 4, and 5 contained figures, but the students were told to disregard them and to judge the landscapes alone. (The figures were not prominent in any of these pictures.) The fact that the figures had no influence in the choice is proven by comparing the figures in the above table. Each group had two "moderns" which the pupils had never seen before. (This was verified later.) These acted as a challenge to the student's judgment. However, these were offset by an "old master", which may have been more familiar. Although Hopper has done splendid work, the example chosen (No. 6) was placed in the weak group, for it seemed to possess no other quality than that of a "colored photograph." In the portrait group, the three "weak" pictures had a distinct sentimental appeal.

What conclusions, then, does this test offer? Of course, it is realized that these must be of a most tentative nature, and must possess the weaknesses that spring from investigations that are not more comprehensive in scope. However, the conclusions herewith set forth do not derive solely from the above test, but are based, also, on the writer's experience as a teacher.

1. Where persons appeared in a picture, the judgment was warped by such extraneous ele-

ments as facial expression, the scene being enacted, and general sentimental appeal.

2. When the emphasis was placed on elements having no literary or story-telling appeal (as in the landscapes), the judgment was much better.
3. In spite of "picture appreciation" lessons as presented on a higher conceptual plane in the high school, the student's choice was still based, as admitted by their comments on the slips of paper, upon naturalistic representation or "realism."
4. The appreciation of that phase of art called "painting" is shared by persons possessing a more mature esthetic response than can be developed in adolescents with their limited experience. The main thing accomplished by the "picture appreciation" lesson is merely to create an awareness of the presence of esthetic content in the work in question, and the realization that this quality can be truly appreciated only at the cost of loyal devotion to the muse involved. Perhaps true appreciation would come sooner if the representational element in a painting were not present as an obstruction. Music is not handicapped by such an impediment (if one may call it such), and as a result



its message goes directly to the emotions. Witness the large number of people who go to musical recitals and enjoy them without lessons, and the small number who attend painting exhibits, and leave confounded. However, children truly enjoy, and know *why* they enjoy, the more abstract arts, or non-representational arts, like textile design, ceramics, metal work, architecture, furniture design, etc. At least, it is easier to make them appreciate these arts.

5. When the child reaches adolescence, he is no longer himself when confronted by works of art, notably painting. His judgment, which previously was dictated by his inner elemental impulses, is now directed by an intellectual process which accepts, with little questioning, all the current low standards of art work imposed upon him by his environment. His former fearlessness has given way to timidity. He becomes less confident in his powers, and more self-conscious. When the student reaches high-school age, the worship of the cliché is complete.
6. The reasoning which students apply in their judgments of pictures is based on the same yardstick used to discover phy-

sical truths about physical reality. In his intellectual awakening, he leaves behind him his childhood quality of direct response to the *emotional meanings* of line, form and color, in favor of an intellectual response to the *biological meanings* of line, form and color. However, enough of the emotional lag is present (as shown, partly, by the landscape choices) to establish a starting point for the teacher. It is, therefore, in the process of the re-awakening of the students' essential selves that the aims of art education should find their basis.

MICHAEL ROSS.

Abraham Lincoln High School.

### Individual Method of Teaching Grammar

When I found myself programmed for five classes in English 4, I realized that I must devise a plan of presenting grammar that would recognize the needs of several different types of students in various stages of preparation.

First, there is the student who has had excellent training in functional grammar in the grades and who needs only occasional help as he goes on his industrious way.

Second, we must consider the pupil from junior high school who has started his senior high school work in Speech 3 and who very

frequently needs a thorough review of the grammar which he once knew but which he has forgotten.

Then, there comes to our attention the large group made up of those who have had no training in grammar, and who must be introduced to the parts of speech and, within the course of four months, must be led through the difficult steps of functional grammar, including the complex sentences.

Each of my English 4 pupils was supplied with (1) the answer edition of a functional grammar, (2) a workbook made up of diagnostic tests and practice exercises, and (3) answers to all the diagnostic tests. I had also for use in class the corresponding mastery test booklet and mimeographed make-up tests on the units studied during the term.

Suppose the topic assigned is *Parts of the Simple Sentence*, called Unit 2 in the book. At home the pupil studies the assigned pages in the textbook, tries various practice exercises, checks his own answers, and when he feels that he understands the work, turns to the diagnostic book and does the test for Unit 2. As he has already been supplied with answer papers, he corrects his work and discovers his errors. If his mark is sufficiently high (at least 75%), he knows he

may take his mastery test the next day in school.

If, however, his mark is low, he returns to the text-book, studies the parts on which he has failed, then does the practice exercises found in the workbook. By this plan the pupil finds ample help, but must, nevertheless, rely on himself to solve his own problems. When the going is hard, he is urged to come to the teacher for help, and if the work is properly organized, there is always time in class for this help. Occasionally a pupil, getting a high mark on the diagnostic test, nevertheless fails on his mastery test. For him, there is the make-up test, which, however, cannot be taken until the student shows proof that he has studied and now understands why he failed before. Right here is the time for another conference with the teacher.

I believe that the success of the method depends upon a very thorough class organization, for the teacher must be free during the period to advise the individual student, to see that everyone is working, and to encourage the boy or girl who explains, "I never could get grammar and don't see the good of it anyway."

So far the discussion has referred to the ideal student, the boy or girl who really wants to learn and who is glad to be put on his own responsibility. But what of the other type—the kind who



is willing enough to learn, but feels that the teacher should furnish the motive power, who, in other words, is not a self-starter? For him, I feel that the example of the worker is the best incentive. When the energetic pupils hustle in, hurry to get their marking charts to register satisfactory marks in the diagnostic test, and, incidentally, to see what they received in the mastery test of the preceding day, work is really in the air, and it is comparatively easy for the teacher to get the laggards started.

Not the least in importance is the meaning the system gives to homework. So often homework to the child is just so much torture in which he can see no real purpose. I feel, too, that it affords the conscientious student an occasional break in the drudgery of homework, since when he comes to a unit which he understands, the drill time is cut short, and he may turn his attention to another subject, or better still, get out into the sunlight.

Perhaps it would be advisable at this point to see just how the student feels about the plan. Of course, when questioned, some "guessed it was all right," but here are the reactions of some of the more articulate boys and girls:

"I like the method of learning grammar as we have been doing this term. When once you discover for yourself just where you

are wrong, you remember it far better than if it is taught to you. Besides this, if you are smarter than the others, you can work ahead and finish your units while the slower people work at a rate suitable for them."

"I particularly like this new teach-yourself method because it eliminates the tiresome forty-five minutes that are ordinarily spent going over things that just a few pupils in the class do not quite understand. I think that studying by yourself is much more practical because you can go along as fast as you are able. After you've listened to a lesson about five times it does get a bit boring, and the majority of us, although we wouldn't admit it, pay very little attention the last four times."

"While this system gives the good student a chance to show his ability, it also enables the poorer student to get individual coaching in class. But the effectiveness of the scheme is ruined if the pupils who do not understand certain points, do not ask questions. That sounds like a stupid thing, but it is frequently done by students who wish to get through as quickly as possible."

"In grammar school in 8A I had an excellent grammar teacher, who made the subject clear to me. When it came time to do the diagnostic tests in high school, I found I could do them without any real study—just review. If I had to

listen in class to the teacher, I would have found it very tiresome. Instead, I could do my mastery test."

Of course, there are drawbacks to the system. For instance, there are a great many papers to be marked every day, for if allowed to pile up, the effect is fatal. Besides, I feel that the student should know the results of his mastery test as soon as possible in order to plan for a make-up test, should one be necessary. However, I feel that the results justify the expenditure of time and energy.

CLAIRE H. FINN.

Richmond Hill High School.

### Vocabulary Study

In one technical English lesson, I had some excellent results. The assignment for the day was to write a paragraph in which there were as many slang expressions as possible. The subject might be two friends talking, a monologue on a school game or other activity, or any other similar subject that suggested itself to the pupil.

The following day in class, we had a short discussion of our friends and their speech peculiarities. We remarked on the fact that each person had a pet expression, usually slang, that characterized him. We then read the home work paragraphs which were very entertaining.

When the next instructions were given, to rewrite the paragraph, in-

serting accepted English expression in the place of slang, the students noticed, for the first time, how limited their vocabularies were. There was a struggle to get exact meanings for over-used slang expressions. It was remarked that the mind naturally suggests the daily misused word or the well-worn colloquialisms. After the paragraphs were re-written, we had a few of them read and analyzed. When we compared the corrected paragraphs with the slang-infested ones, we could hardly identify them as having been written by the same person.

M. STIMMEL.

Abraham Lincoln High School.

### Major Sports for Girls in the James Monroe High School Swimming

#### 1. Assignment of Students

All 7th and 8th term students are assigned to the pool. Those who succeed in passing the test, (diving or jumping into the deep end of the pool, coming to the surface, leveling off, and swimming to the shallow end of the pool in good form), and desire to be dropped from the swimming class, are assigned to an activity program in the gymnasium instead. The vacancies which are left in the classes after the testing period, are filled in by 6th and 5th term students.

#### 2. Organization for Class Work.

##### 1. Attendance check.



2. Inspection for cleanliness, skin disorders, etc.
3. Counting by students to determine number going into the pool.

At the beginning of the period advanced swimmers in couples, (buddy system), are sent to the deep end of the pool to work on designated assignments under the supervision of a student leader.

Beginners and intermediate swimmers are given a land drill, after which they too are coupled off and assigned to the shallow end of the pool for a formal lesson by the teacher. They are then left to work on the lesson in couples, one helping the other by making corrections in form under the guidance of a student leader who takes charge of this group while the teacher gives her attention to the A swimmers for the remainder of the period.

A close watch is kept over these beginners for progress. As soon as a girl develops good form she is taken to the deep end of the pool for instruction in keeping her balance in deep water. She is not officially an A swimmer until her ability has been tested by the teacher for the pupil's safety.

A backward or timid beginner is assigned to an after-school club period for special individual instruction.

When the teacher comes to the deep end of the pool, she makes individual corrections in strokes,

after which diving instruction is given. A relay race across the deep end of the pool closes the period.

Students count as they go to the locker room after leaving the pool under teacher supervision to determine number leaving.

### 3. *The Club Period.*

The after-school club periods are divided into three classes:

Beginners and intermediates.  
Advanced.

Life Saving Group.

Those who have passed the Red Cross Life saving tests during previous terms are assigned as student-leaders during class and club periods. They render invaluable service in teaching all grades of swimmers as well as helping the embryo life saver to develop the skill which is so essential in the making of a good one. These assistants look forward to taking part in the water polo match or obstacle relay race, which, as a rule, closes the club period.

### 4. *The Water Circus.*

Until last year an annual exhibition was programmed in which the outstanding swimmers, divers and life savers competed in races and stunts for the entertainment of school officials, relatives and friends. Last year a new program was introduced in which the beginners and intermediate swimmers were given a chance to enjoy

the fun. Events were selected so that the mass group was able to participate instead of a selected few. This program was called "The Water Circus." It proved to be so popular and such large numbers took part that the "Water Circus" program has been adopted for future semi-annual programs in which all grades of swimmers are able to show their skill, note their progress, and enjoy a natural play period.

The events on the program follow.

All grades of swimmers are divided into teams, The Crimson and the Gold.

### *Beginners . . . Spoon Relay Race.*

Student wades across the shallow end of the pool balancing a ping pong ball in a spoon which is held between her teeth. If the ball falls out of the spoon, she is required to scoop it up with the spoon without the help of her hands. The second girl starts when the first girl reaches her. The team whose members finish first is the winner.

### *Intermediates . . . Candle Relay Race.*

A girl from each team swims across the pool holding a lighted candle in one hand. If the light is extinguished by splashing or hard breathing, etc., she must return for another lighted candle and start again.

### *Balloon Relay Race.*

A student blows up a balloon. When it bursts she swims across the pool to her team mate who in turn blows up a balloon and swims across to another team mate when it bursts, and so on.

These events provide entertainment to the audience as well as to the contestants. There are many laugh provoking situations which make the students laugh and cheer with delight.

### *Advanced . . . Handicap Races.*

Crawl stroke.

Backstroke.

Breast stroke.

Life saving carries.

Form events.

Fancy diving.

As no circus is complete without clowns, the funsters are there with their monkey diving and comedy life saving to add to the fun.

The most exciting event of the afternoon is the water polo match between the Crimson and Gold Leaders' Group which closes the program.

No awards are distributed to winners of events. The students compete for the joy that comes with participation in clean sports.

A lolly pop, cheerfully donated by the club officers, is given to every student as she leaves the pool enclosure.

BLANCHE MANDEL LAX.  
James Monroe High School.



## Modernizing Those Greeks

The problem of translating educational dogma into concrete application is one that besets the conscientious teacher. As widespread as any accepted principle is that of the teaching of literature for the enrichment of life.

Too often, however, we teachers of English expand our energies in the endeavor to revise our reading lists to include material which facilitates such integration (of literature and life), meanwhile neglecting the immediate opportunity. While such changes in curricular materials are worthy of our support, we can by exercising our much vaunted ingenuity secure the desired wedding of real life with that between covers, even with the texts we now use.

Allow me to cite some very humble, perhaps trite, illustrations of books which offhand might be considered as jejune for such application. However their presentation to boys of extremely realistic natures revealed some interesting potentialities.

"Myths and Their Meanings" was objected to on the score of its being filled with "Greek guys" whose names were legion and unpronounceable. Whereupon, we began the little stunt of drawing up our parallel heroes—and supplying them with feats of legendary character. We matched their Hercules with our "Four Horse-

men," their Castor and Pollux with our Manassa Mauler and Brown Bomber, their Argonauts with our Rose Bowlers, their Jason with our King of Swat, their Helen with our Greta, their Perseus with our Lindy—to the delight and creative zest of our Myth-makers, engrossed in compiling our own "Hall of Fame." As for the oracles, don't we have a name for it? We bared out astrologers, tea leavers, palmists, phrenologists, and bestowed the olive wreath on our weatherman. We challenge them to adduce any to compare to our Edisons, Wrights, Bells, Morses et alii. The battle still rages about the status of war-mongers and pacifists of the present—which are the heroes, which the monsters?

One of the enterprising youngsters is considering entering suit vs. the U.S.S.R. for usurping our idea in producing the "New Gulliver." For our Gulliver became the traditional visitors from Mars, a newspaper correspondent to boot, and had the colossal cheek to castigate what he saw here in his columns in the "Martial Spirit." He deplored our feeble attempts at securing peace, some degree of justice, and completely condemned our softness in attempting to be humane or granting equality, though it must be admitted with little success. Moreover, some of our Gullivers had the temerity to venture reasons for our failure in these efforts.

One could go on multiplying instances of movie versions with all the trappings, of "Sohrab and Rustum" or "Enoch Arden"; Tom Sawyer and Huck Finn going to college and writing home to the folks; publishing diaries of Nancy Sikes; arranging a broadcast appeal to the public to aid in apprehending the Murderer of the Rue Morgue.

ABRAHAM TAUBER.

Seward Park High School.

## Museums, Galleries, Artists, and Youth

Somewhere around the First of October and again around the First of March every year, a small army of young people swings into action in one of the most interesting art activities in the country. This program covers a period of eight to ten weeks for each session, and is but one of the many activities of the School Art League, a closely knit organization which calls upon the cooperation of people in many fields of art, as well as others who are anxious to help either financially or in the matter of service. Specifically, the School Art League is an organization, now over twenty-five years old, having as its chief aim the desire to make the high school student art conscious. This is done through a series of programs, different in each borough, which enable the pupils to get together on Saturday mornings, either to hear lec-

tures or to visit museums or art galleries. This sounds very simple, but let us go behind the scenes and see what must be done before the cards can be sent to the high schools, announcing each term's program. Seven different programs must be made up, since membership is now so large that Brooklyn, Manhattan and The Bronx each have two programs and Queens, one. A program consists of six or seven meetings, making a total of forty-two sessions at the very least. Do not think that these programs can be arranged easily. We who have worked with these groups know that a high school audience is one of the most critical in the world, held only by the continuance of its interest, as there is no compulsion about attendance at the lectures.

At the end of each semester, therefore, a vote is taken as to the best liked meeting, and often students are asked to write down their reactions to the program as a whole and also their individual preferences. With these in mind, Miss Margaret L. Murphy, Teacher-in-Charge of School Art League activities, together with the various group chairmen, works out the programs, trying to fit together lectures and gallery visits to make up a well balanced schedule. It is a job comparable to the fitting together of a difficult puzzle, for artists are often reluctant to set a definite date due to its possible in-



ference with professional duties and frequently the most worthwhile art or industrial exhibition does not occur on a date that fits into the program.

When the schedule has finally been completed, the next job is to get teachers to contribute their Saturday mornings to help in this work. Lectures present a comparatively easy problem, as only one teacher, plus student helpers, is needed to run a single meeting. The biggest job comes in handling these huge groups that visit museums or art galleries. On these Saturdays, the students usually arrive long before the time printed on their cards; they must be lined up and taken around the galleries with an instructor, in groups of twenty. It is obvious that a good many helpers are needed, as each Saturday group ranges anywhere from 600 to 1,000 in size. I remember that when I started this work as chairman of the Manhattan Group some years ago, I stood within the doors of the Museum of Modern Art on a Saturday morning, and mentally offered up a prayer for the well being of that lovely museum, as I watched the hordes arriving. Many little fellows brought their lunch, and when I asked them where they were going to eat it, said "Oh, outside on the steps." Others arrived on skates and bicycles. I think we were justifiably proud when, some three hours later, everyone of them

had been cared for and sent off, without any damage to anything in the Museum.

Thus it becomes obvious that in order to make this part of the program a living thing, we must integrate the services of the artists, the museums and their staffs, the art galleries, the Director of Art in New York City and his staff of teachers, as well as those people whose interest and financial contributions make this project possible. Contact with the students is made through their schools, where a ticket for the entire program is obtained for the munificent sum of ten cents. At this rate of a little over one cent per Saturday, it is apparent that other sources of income must be sought in order to cover expenses. Teacher helpers give their services gratis, but there are many other calls made upon the funds in addition to the paying of lectures, printing, mailing of tickets, and the like.

Out of the thousands of students that attend high school every year, there are some who get more than merely an increased appreciation of art. The School Art League extends help to those high school students who would like to continue their art studies beyond the scope of the secondary school. During 1935, seventeen competitive art scholarships were given, each covering a year's attendance at some accredited art school. While the Saturday morning art

classes for talented students, still another branch of the School Art League activities, have led a rather precarious existence due to financial difficulties, they have been resumed and six such classes are now in session.

The award of medals for various purposes represents another part of our program. Last term over 800 medals were given to boys for excellent work in the shops of the elementary schools. St. Gaudens Medals number 78, and 82 Alexander Medals were presented for outstanding work in art in the high schools.

My chief work has been with the Saturday morning lecture and exhibition groups, and though I know the great work done in the other fields of School Art League endeavor, I can write more adequately of my own division. I think it would present a clearer picture of that phase if I were to quote figures on a typical Saturday. For example, on November 2, 1935, 800 students went on a gallery trip around the Metropolitan Museum, the subject being "Stories Walls Have Told"; 700 attended a similar trip around the Brooklyn Museum covering "Costume as Shown in Art," 450 studied "Customs and Crafts" at the Museum of Folk Art, 1050 students attended a program of Theater Prac-

tice at the auditorium of Girls' Commercial High School, and 721 heard an illustrated lecture on "Comics and Caricature" by Russ Westover at the Museum of Natural History. This makes a total of 3,721, probably the largest attendance at any concerted art movement on the same morning for young people in the country. To those who are used to thinking of art as a subject open to only a few special groups, these figures may seem almost unbelievable, but to us they represent just one of many such Saturday sessions.

Of course, not all who come to scoff remain to pray, but if any who doubt the value of our efforts could see the faces of hundreds of children, many of whom are visiting museums for the first time, no more convincing testimony would be needed. No doubt numbers of our children get nothing from the contact, many merely enrich an already fair art education, some few are truly inspired, but when the weariness of caring for these hundreds every Saturday overtakes me, I still cannot forget the face of one little girl who, with rapture in her eyes, said to me as she entered the Metropolitan Museum for the first time, "It's the most beautiful thing I've ever seen."

MARIE R. GUTHRIE.  
Newtown High School.



## Exhibit for "World Friendship Among Children"

To make a concrete appeal to "World Friendship Among Children" was the reason for an exhibit of toys, dolls, and books of other lands. This would be of especial interest at Christmas time. It was held, therefore, a week before Christmas.

To have an exhibit one must have material. A number of dolls we already had. Here was our lovely Japanese doll with her beautiful kimona, waxen face, and exquisitely modelled hands and feet. She came to us directly from a Tokyo school through our Junior Red Cross Correspondence. Then a large, handsome Czechoslovakian doll with her high leather boots, I had bought in a Czech store. From real Indians visiting the school, we had bought a pueblo doll, and I had purchased a Seminole Indian doll on my trip through the Everglades. With the announcement of an exhibit including dolls there was a generous response from our teachers and pupils. A 7A boy brought an Italian peasant with gold earrings and yellow and red costume. An Italian sailor boy a little girl from RA proudly contributed. He came from 'board the "Rex". A Scotch doll, which one of the teachers had bought on a trip abroad, found her way to the school exhibit. The same teacher

who loaned this one also permitted us to have a beautiful Spanish doll. Two Peruvian dolls landed with us because they were conveyed from their native land by one of our colleagues, who spent her last summer's vacation with our South American neighbor. One of our clerks volunteered her very adorable Dutch doll with its long blonde braids. One of our most charming pieces was a wooden carved doll from Italy, loaned by a substitute of our school.

The nurse came to me one day and said, "I hear you are going to have an exhibit. I have a German doll and a French doll which I would be glad to lend to you." They were very acceptable as we had neither one.

Here was another source from whence came several dolls. A friend of Morris High School became interested and drove to school one day with a number, among which was a Russian peasant doll and two dolls from Puerto Rico. Her niece, who has connections with the International House, contributed the most unique feature of all, ten authentically costumed dolls from the Near East. This completed our first type of material, giving us much joy as a good sign for success in a new undertaking.

Toys were more difficult to procure. Russian shops in New York offer the best opportunity. There I bought that characteristic

Russian article—a nest of peasant figures. The cackling hen I chose because I realized it would lend a note of real humor to our exhibit.

From our principal, Mr. Patri, we received several artistically carved animals and a miniature kitchen of fine workmanship. These came from Italy. Building blocks from Germany, a shepherd's flute from Palestine, a miniature English farm (from Woolworth's, by the way), a Zulu village of straw houses and a corral coming to us through a missionary among the Zulu children, genuine Punch and Judy figures contributed by a French teacher in De Witt Clinton High School,—these were our chief toys to place on exhibit.

Here was a mass of heterogeneous material to deal with. How to proceed with it presented a perplexing problem. But twelve bright, lively youngsters, of twelve and thirteen years, have ideas—with, each article was tagged with the name of the contributor and the country from which it came. This had to be done simultaneously with a dozen other jobs. There had to be tables. One from the sewing room, and another from the teacher's room proved sufficient. Fortunately, we have a complete carpentry shop, where my own industrial boys, with the help of their willing teachers, constructed side supports.

If you have worked with a dozen

lively children, always against time, as most of this work was done after school hours in a room that had to be used for instruction, you will understand what problems arise to keep all of them competently busy. Some will steadfastly pursue a certain job, while others are fascinated by what the other fellow is doing. Tact, patience and wisdom are demands upon one's spirit, for after all this is not an assigned job, but purely voluntary service from these boys and girls.

What plan would we follow in arranging our material was another problem to consider. It materialized in this way. A red and green background covered the entire front board. In the center stood out in bold outline of gold letters "World Friendship Among Children". Red tissue paper was tacked to the tables.

To give our exhibit a Christmas atmosphere, we had a tree, which everyone wanted to help decorate. In a semicircle about the tree we faced our gaily costumed dolls. On each side of our "World Friendship Among Children" sign were strung the Near Eastern dolls. Arranged as if they were Christmas gifts, we placed the toys about the tree.

On a nearby table, several boys and girls were adjusting the English farm with its miniature cows, horses, ducks, geese, farmer's wife, and even a pump. A young artist



had painted the background of our farm scene. The figures were all English made.

Although most of our material was from other lands, we included a small collection of handicraft work, constructed by a cripple of our Southern mountains. This included a log cabin, a well, a butter churn, spinning wheel and bench. Seated on the bench was a corn-cob doll in a Southern gingham dress. At her side was a companion, in mountain costume, whose face was made of a hickory nut. An interest in our too little known native handicrafts might be thus stimulated.

In one of our regular cabinets was an exhibit, used each winter, of a Norwegian scene in which the feeding of the birds was featured. Our other cabinet contained the Zulu village.

In the rear of our room on the bulletin board we placed Christmas greeting cards from England, France, Italy, Switzerland and Germany.

On the desks, as a special Christmas feature, were delightful childrens' books in French, German, English, Russian, Italian, and Japanese.

The last problem that presented itself was arranging for the pupils to see the exhibit. We planned wisely, I think, in permitting a certain number of pupils, particularly the Civics classes, to see the exhibit. For everyone to have viewed

it, would have pleased me more. But that would mean just a passing glance. The best plan is to have half of the class come into the room. Scattering the groups would prevent overcrowding at one point. Here we had to be careful to station enough monitors, so that nothing would be lost or injured. We can say with pride that everything was returned in good condition.

After school hours, a large number of teachers visited the exhibit. Ten of our French pupils entertained us with Christmas carols. Three girls from RA were dressed in Arabic, Swiss, and Italian costumes. (We did not intend to make this a special feature. The costumes were donated and this seemed a good way to show them off.)

Shall I say the exhibit fulfilled its purpose? That claim a teacher is always reluctant to make. This belongs to those intangible influences that one can never measure. However, the fact that a group of youngsters did voluntarily give their support and time to this coöperative enterprise, gave me a great deal of satisfaction.

In our hearts we hope the many children who saw the exhibit felt a little more warmth towards the children of other lands. Thus would we foster "World Friendship Among Children".

ELIZABETH LINDEMANN.  
Paul Hoffman Junior High School.

### Latin Notebooks

To emphasize the importance of the Roman language and civilization, and to increase interest in them, the writer requires a notebook to be prepared by each student of the first grade.

The minimum content is a list of English derivatives of words from daily vocabularies, with their definition and use in a sentence. The students are encouraged to show initiative in arranging their lists. Though some merely underline the English word with colored pencil to make it stand out, many paste in their books words cut out of the printed page of current publications. The collection of a large number of such cut-outs, illustrating even the limited vocabularies of the first grade, serves to present forcefully the wide use of Latin roots in English and other languages.

In addition to derivation, the teacher suggests inclusion of pictures. Inasmuch as the use of text-book illustrations is prohibited for obvious reasons, students resort to drawing their own maps and representations of Roman dress, customs, objects of art, and architecture. In executing these, students learn more than by using book clippings.

A popular feature of the books is a section devoted to newspaper advertisements, pictures, and cartoons with Latin titles supplied by the students; e.g. "Puella pulchra,"

"Personae," "Matrona et filius," "Rosa alba," "Luvernae," etc. Pictures illustrating ideas rather than objects, make an interesting addition if accompanied by appropriate Latin sentences; e.g. "Patriam amat," "Viri bene laborant," "Puer parvus ad ludum properat. Duos libros portat."

In many books is found a section of articles on Roman history, or stories of Roman heroes, and mythology, acquired not only from the required supplementary reading, but also from extra reading done for the purpose of improving the quality of the notebook.

The cover designs and names given to the books vary widely; e.g. "Meus Comes Latinus," "Liber Meus Verborum," "Odds and ends about Latin," "In eo libro sunt verba quae nos multa verba Britanniae docent."

The writer feels that the preparation of a notebook of the type described is a valuable supplement to the regular work, not only in augmenting knowledge, but also in opening the students' eyes to the wide application of Latin to our language and daily life.

JOSEPHINE M. SIEGER.  
Erasmus Hall High School.

### The Dictionary in the English Class

The importance of a student's acquiring a flexible, workable vocabulary is recognized by all teachers. I offer several interesting



ways of producing some worthwhile results.

Each student should be required to purchase a ten cent dictionary of the Woolworth variety. It is small, convenient, inexpensive, and contains most of the words that a student from the first to the fourth term (and even up) is likely to stumble upon. This dictionary should be brought to school every day in order to guarantee its presence in any emergency. The teacher should see to it that it is used at least once in every period. If it is not, there is a danger that the students will consider the dictionary of secondary importance. The tendency will then be to leave it at home. After a while this neglect becomes habitual and consequently destructive to the building of a good vocabulary.

At first the students handle the dictionary very clumsily. After due explanations are made concerning the importance of a workable vocabulary, the teacher should drill the students in handling the dictionary with speed. They should be able to look up a word in fifteen seconds from scratch. Let the teacher give the class a word, and time the class. The element of competition adds zest to the work, and the latter then becomes a game pursued with interest. After fifteen or twenty minutes of drill, the teacher will find that most of the students are

able to satisfy the requisite time limit. Some of them will, no doubt, be able to find the meaning within ten or twelve seconds. In a third term class a boy can do it quite consistently within six.

When the students are able to look up words quickly, and can get the meanings, pronunciations, and synonyms with ease, the teacher's task is by no means completed. The student must be taught to form the *dictionary habit*, the habit of turning unconsciously towards his dictionary whenever a word baffles him. It is the task of the teacher to develop that habit. Students should be taught to place their dictionaries in the upper right-hand corner of the desk at the start of the recitation. They should be allowed to make use of them during the course of any written or oral work with the exception of that which definitely tests spelling. If, on composition day, a pupil is puzzled about the meaning or spelling of a word, he must turn to the dictionary. In my classes the penalty for faulty spelling is very severe, precisely because there is no excuse for it when a dictionary is at hand. Occasionally a class check-up should be made. A monitor may be appointed to perform such a task at various intervals or at the start of every recitation. A student who forgets a dictionary need not be penalized up to two times a third; but he may not borrow his neigh-

bor's because that is disturbing. He may, however, make use of the class desk dictionary.

If the tactics mentioned above are employed the student will very quickly get into the habit of using the dictionary. He will turn to it not only in the English class but in other classes as well. Later, when he finds the small dictionary insufficient for his needs, he no doubt will avail himself of a larger and more satisfactory one.

The teacher may make use of various devices to provide the students not only with practice but with considerable fun. He may present to the class a list of words commonly misunderstood or misspelled. The members are to get the correct spelling and meaning within a specified time limit. This assignment may serve as a ten-minute quiz at the beginning of a period. The next day it may be followed up with a review of the same material, this time without the use of the dictionary.

A word-hunting bee proves not only instructive but very entertaining. The teacher presents a word to the class. A time limit is set—say fifteen seconds. At the expiration of this time every student who has failed to find the meaning of the word is eliminated. Another word is then presented to the remaining students, the time now being shortened. The two or three students who eventually sur-

vive should be given some sort of reward. A variation of this consists in getting students to prepare a list of special words that annoy them. They present these to the class, timing the pupils and calling upon them for recitation.

When a composition has been corrected, ten of the spelling demons may be submitted as a quiz. With the aid of the dictionary the students are to find the meaning and the pronunciation and to record them in their notebooks. Each word is then to be used in a sentence correctly. The time limit should depend, obviously, upon the level of the intelligence of the class.

Another game is synonym- and antonym-hunting. Five words may be presented to the class. Three synonyms and three antonyms of each are to be found. This game can be carried still further by hunting homonyms, or by using other variations which an astute teacher can discover. Later this leads to "Roget's Thesaurus."

Most of us are aware of the appalling paucity of words in the student's speech. Sometimes it is the fault of the student that little or no headway is made; sometimes it is the fault of the teacher. Are we doing everything that can be done about it? Let us be truthful now.

J. C. SOLOVAY.

Bushwick High School.



## Motivating the Text-Book

One of the outstanding aims in our modern psychology of teaching is to sell to our students a desire to receive the knowledge, skills, emotions, and attitudes we have to offer. We therefore aim to motivate each new topic and try to tie up each lesson with the pupil's common experiences and interests. How often though, do we go to the trouble of motivating the text-book?

At the beginning of last term, because of a delay in receiving new text-books, I found that one whole class was to be without books for at least two weeks. Instead of complaining about this situation, I took this as an opportunity to try out a plan I had in the back of my mind for some time.

Since this was a beginning class in Advanced Biology, it was quite simple to begin the work with general assignments and lessons which dealt with orientation, review of first year science, general scientific methods and with a bird's eye view of the course itself.

On the very first day I mentioned to the class that we were going to work for a time without our text-books. This was received with cheers by some who were planning a text-book vacation. Others objected to this because of the unusual interest most students display towards all new subjects. I mentioned the fact at each recita-

tion, seldom in the same connection, but always trying to point out that the text-book we were going to get had a great deal of interesting information, presented in a very interesting manner with many novel diagrams and pictures. When I discovered that most of the class were interested in Advanced Biology, I promised them even more interesting things in their text-book. Several times I held up my copy of the text-book to show how well it illustrated the points we were discussing. Within a few days I was told that many of the pupils of this class were borrowing copies from their school mates. I made this an important point, informing the rest of the class that the books were to be distributed very soon.

When the books finally arrived and were distributed, I told the class that the assignment for the next day was their inspection of the book in general, and in particular the part of the book which we had actually covered in class. Fortunately we work with a very fine book so that my pupils were not disappointed, and reported very favorably on it the next day.

I somehow feel that this text-book means more to this class because of the motivation. Needless to say, I am going to check this procedure again, probably with more than one class.

SAMUEL C. BROWNSTEIN.  
Tottenville High School.

## EDUCATIONAL NOTES AND COMMENT

### A Further Note on the Latin Course<sup>1</sup>

Along with the question of method goes the question of content. In spite of the various additions that have been made optional, the majority of teachers in the high schools all over America still confine themselves to the basic trio, Caesar, Cicero, and Virgil. In other words, the literature offered consists of one piece of a history, three or four speeches, and one-third of a long poem. Although my quarrel is not so much with the content of the course, but with the meagreness of the fare, there is a great deal to be said against introducing Latin literature with Caesar's *Commentaries on the Gallic War*. Bennett makes a comment in point: "Caesar, on the other hand, is regarded by many as unique in its combination of difficulty, its dulness, and its dearth of valuable information . . . With the exception of the few chapters on the customs of the Gauls, Germans, and Britons, all of Caesar's *Commentaries on the Gallic War* might easily be summed up in a few brief lines, to the effect that for seven years he waged unceasing war against the Gallic and

German tribes, and finally subdued them all . . . The *Commentaries* themselves, in all their weary detail of battle, siege, and march, never suggest their own connection with contemporary or future history . . . They do not contain facts the knowledge of which is of value to the average pupil or the average educated person of mature years."<sup>2</sup> Gray is more moderate: "It is open to question, for example, whether, in view of the wide range of interests of Roman literature, and of the genius of our own civilization, we are justified in this country in devoting even a half year to the military campaigns of one Roman general."<sup>3</sup> Very little is left to say about Caesar. His defenders make much of his excellent, terse style, but that virtue is a somewhat esoteric one upon which to base his claim to be read by beginning Latin students. Cicero has more to offer; but why his political and legal utterances, of purely contemporary interest, have been selected in preference to his essays and letters, which are more or less dateless because of their human qualities, it is hard to say. Possibly it is because the orations of Cicero were used as models for

<sup>1</sup>See "A Reconsideration of Latin," by the present writer; HIGH POINTS, December, 1933.

<sup>2</sup>P. 113-114, *The Teaching of Latin and Greek in the Secondary School*, 1899.

<sup>3</sup>P. 49, *The Teaching of Latin*, 1929.



the boys' speeches far back in the Middle Ages; the familiar inertia of the classical tradition would explain the rest. Virgil's *Aeneid*, the most popular of the three today, should be retained for its literary and artistic values.

A criterion for use in the schools, as implied in the foregoing remarks, might be that first those Latin authors should be read which deal with perennial human concerns and therefore need little interpretation—such as poetry, plays, and essays. Later could come the histories and orations, which *generes*, it cannot be denied, contain some of the best of Roman literature.

After the initial period devoted to becoming acquainted with the language, the student could begin his second year with, say, some essays and letters of Cicero and perhaps the speech in defense of the poet Archias, really a defense of literature. The second half of the year he could read a number of the comedies of Plautus and Terence, which need be expurgated only about as much as Shakespeare. His third year he could take the *Metamorphoses* of Ovid, some poems of Tibullus and Propertius, Catullus, Horace, Martial, and Juvenal. The first half of the fourth year might be devoted to Lucretius' long poem *De Natura Rerum*, which I imagine high-school minds would find particularly fascinating because of its

naïve yet sometimes amazingly keen scientific guesses; the second half, to Virgil's *Aeneid*. It is understood that the course will consist entirely of text and commentary; no Latin composition, no syntax, and no word-memorizing for its own sake.

Such a classical training would have some meaning. It would take just as much time as the present four-year Latin course, and the student might leave off after two or three years and still have experienced something of value. It might be questioned whether there will be room in the high school curriculum of the future for such a luxury of learning as Latin. History, government, the other social sciences, the physical sciences, modern languages and literatures, crafts and skills, art and music, must be served first. It is most emphatically not advocated here that Latin should be studied by all students, for the reason that a great many will not enjoy or profit by it. But the student with a flair for language and literature should not be denied the opportunity of acquiring the broadened perspective and aesthetic delight to be gotten from the classics. A famous classicist once described the student of Latin and Greek "who between the years of twelve and twenty has thrilled at the eloquence of Cicero or Demosthenes, has threaded the mazes of the Platonic dialectic, has laughed with Aristophanes, has

pored over the picturesque page of Livy, or apprehended the sagacious analysis of Thucydides, has learned to enjoy the curious felicity of Horace and the supreme elegance and tender melancholy of Virgil, has trembled before the clash of destiny and human will in the drama of Aeschylus and Sophocles, has been cradled in the ocean of Homeric song, or attuned his ear to the stately harmonies of Pindar."<sup>4</sup> Such a student will not regret his classical education.

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#### Regents' Credit in Sewing

One of the men teachers happened to ask me for a ride to the nearest subway station, and as we were driving along he made the remark that he was tired. In answer, I said I was also tired. "Tired," said he, "you tired? Why, all you do all day is teach girls how to push a needle; you should not be tired."

When I told this man that I assigned homework every day and had papers to correct and return, he laughed and said, "Homework! Why, what could you give the girls to do for homework? Maybe a little bit of hemming."

These remarks made me sit up and take notice, and made me begin to realize that this is the idea most men and even some women teachers (particularly grade ad-

<sup>4</sup>Shorey, *School Review*, 1894, p. 228f.

visers) have about the teaching of sewing.

To begin with, the Board of Regents at Albany granted permission in 1932 to give Regents' credit in sewing. A meeting of all sewing teachers was held at Washington Irving High School by Miss Marion S. Van Liew of the State Department of Education at Albany, who explained on that occasion how each high school could obtain permission to give Regents' credit in sewing. She told the teachers that definite homework must be assigned daily and that it must be along the lines of constructive thinking, not just hemming or stitching. She distinctly said that the assignment must equal one period at home for one period spent in the classroom. She said that the same amount of Regents' credit would be given for five periods a week of sewing as for mathematics, history, English, foreign language, or any other major subject, provided the pupil took it as a major credit subject and did daily homework in the subject.

There seems to be a difference of opinion among the various high schools as to what should constitute a homework assignment, and in order to be of some help to those schools, I am going to tell how we do it at Lincoln.

First, let me say that just before this ruling on Regents' credit in sewing, Dr. Tildsley appointed a committee to work on a new



course of study. It was decided to drop the term sewing and call the subject Textile Arts and in September, 1934, a new course of study in Textile Arts was placed in my hands.

Let me quote a few lines from the Foreword by Dr. William H. Dooley, Principal of the Straubmüller-Textile High School: "The household arts at first, including cooking and sewing, consisted of much practical laboratory work, supplemented by lecture and reading. Later the subject was developed so as to include the whole field of clothing. Since dress means the artistic arrangement of clothing, and the line of clothing depends upon the manufacture and the handling of the fabric, the subject of clothing not only includes the making of the costume, but also the making of the raw materials and raw cloth from which the costume is made. This comprehensive subject of clothing is called *textile arts*. Today textile arts is a term used in the broadest sense; it applies to all techniques involved in the use of fibres in their raw or finished form. Textile arts are among the most important of the useful arts and are increasing in value each day because the correct use of clothing and the skillful use of fabrics in the home are becoming notable features in everyone's life. The general course in textile arts may be justified for the following reasons:

While a limited number of high school students will be engaged in either the manufacturing or marketing of clothing as producers, everyone is and will be interested as a consumer of clothing and wearing apparel. Everyone spends from 10% to 25% of his or her share of the family income on clothing. Hence, everyone should have, as part of his general education, a knowledge of and appreciation of clothing problems.

"An analysis of the content of the course of textile arts will readily show that the underlying principles consist of the practical applications of the principles of chemistry, physics, biology, art, history, economics, and psychology. The bleaching, cleansing, and the finishing, the color, luster, strength and weave, structure of fabrics, illustrate the applications of the principles of chemistry and physics. The growth, selection and properties of such raw materials as cotton, flax and other plants and fibers derived from animal sources, illustrate biological principles. The combination and use of lines, color, luster and finish illustrate art, affecting our appearance, correcting our defects and intensifying our good points through after images. The geographical, religious, political and social conditions of each country, race and civilization have influenced the motif, the coloring and the use of textiles and costumes through the ages. Econom-

ics teaches us to get the highest amount of usefulness from our clothing as well as to receive full value for every dollar we spend on clothing.

"In teaching textile arts, one utilizes the principles of practically all the high school subjects as related technical knowledge. Therefore, the students of textile arts gain a realization of the principles and their application for consumer use.

"Today the philosophy and practice of secondary education has proved that all subjects have equal mental power, if effectually organized, taught and pursued with the same interest, same time allotment, and same objectives. Therefore, a course in textile arts has equal educational value with other high school subjects taught for the same number of periods in a week."

Here is a brief outline of the four-year-course in Textile Arts:

*First year:* General survey developing appreciation of clothing problems, accessories and household fabrics.

*Second year:* Technique of selection and construction in clothing and study of fabrics.

*Third year:* Textiles, dress design and historic costume.

*Fourth year:* Economics of clothing and social aspects of textile arts.

Consider our General Aim for a moment. The course in textile arts in the senior high schools is

differentiated from that of purely vocational training in that emphasis is directed toward making the student an intelligent consumer in all aspects of the textile fields.

"In the age when the major portions of our needs are supplied through production outside the home, every man and woman should be able to appraise intelligently and select with judgment such products. Under an economic system in which, according to reliable and familiar statistics, eighty-five per cent of the money earned by men and women is spent by women principally for the trivial necessities of living, girls and boys, the future spenders, should gain a realization of all that is involved in this situation.

"Since it is inescapable that, however or whenever earned, a portion of the earnings must be spent on clothing, and since it is likewise certain that the major portion of clothing will be produced by others, by a limited group, specially trained for its production, every girl and boy needs to be given training in all essential aspects of consumer knowledge. And since, finally, for each individual, the interrelationship of personal appearance and success means happiness and achievement in social contacts and adjustments, this undeniable urge for beauty and reaching for the means of its realization through personal adornment, on the part of every girl



and boy, should be guided through common sense channels and directed toward sure and approved standards."

Let us look at the work covering the first term. The work is divided up into units.

## TEXTILE ARTS I

### FIRST YEAR

#### *The Girls' Clothing Problems*

General survey developing appreciation of clothing problems by planning the wardrobe and starting the expense accounts.

#### *First Term*

- Unit 1.* Personality and personal appearance. Dress and its effect on personality.
- Unit 2.* Social coöperation in the classroom in the use and care of tools, equipment and all materials.
- Unit 3.* Clothing factors influencing health.
- Unit 4.* Style appreciation. The recognition of beauty and becomingness in garments with emphasis on how to dress appropriately.
- Unit 5.* Textile fabrics and their characteristics.
- Unit 6.* The construction of simple outer garments, underwear or articles for the household.

*Unit 7.* Thrift and conservation in selecting and caring for clothing. Budgeting time.

The question is: How are we going to cover these units to the best advantage, have laboratory work going on in the classroom and assign homework to those students seeking major credit and Regents' and not lose too much time from the constructive work? The periods are short, during which time the work must be given out, tools and supplies distributed and collected again at the end of the period.

The units do not necessarily have to be covered in the same order in which they appear in the syllabus. First, let us calculate how many weeks we have and how much time each unit will take. There are generally twenty weeks to a term. Taking out one week for either Christmas or Easter vacation and one for Regents' examinations and one for uniform or mid-term tests, we have seventeen left. Unit VI which consists of the construction of simple outer garments, underwear or articles for the household, will be the actual work done in the classroom and will include the entire seventeen weeks. Unit II reads: "Social coöperation in the classroom in the use and care of tools, equipment and all materials." This unit should work hand in hand with Unit VI during the entire term and it should not be necessary to

assign any homework along the lines of constructive thinking for this unit.

This leaves five units to be covered during the first term under assigned homework, and this is the way we have divided the time to be spent on each:

- Unit 1.* Personality and personal appearance (2 weeks).
- Unit 3.* Clothing factors influencing health (3 weeks).
- Unit 4.* Style appreciation (3 weeks).
- Unit 5.* Textile fabrics and their characteristics (4 weeks).
- Unit 7.* Thrift and conservation in selecting and caring for clothing. Budgeting time. (3 weeks).

Total—15 weeks.

This leaves one week directly before uniforms and one week directly before Regents' exams to review the work that has been covered, making a total of seventeen weeks.

Now that the time has been planned for, the question is which unit should the class take up first. Let us go back to Unit VI for a minute, which is the work the girls are going to do in the classroom during the term. They are to construct a simple outer garment, underwear, or articles for the household. They will need to go out and buy material. They

must know the difference between the various fibers, cotton, linen, wool, silk and rayon. They must know the names of various materials appropriate for the article they are planning to make—percale, gingham, dimity, batiste, voile, and so on. They must know the different tests for these fibers so they will not buy cotton for linen and rayon for silk. They must know the prices and widths of these materials and their various finishings, bleaching, sizing, calendering, napping, piece-dyeing, yarn-dyeing, and the like. Then Unit V—Textile Fabrics and their Characteristics—would be the first unit to take up.

By the time the girls have learned to run the sewing machine and made their first stitching pieces in the classroom, they have covered enough work in Unit V as homework to go out and intelligently buy their materials.

It is absolutely necessary that each girl have at least one text-book, if not more. Homework for major credit cannot be done nor Regents' credit earned without a text-book. The Board of Regents at Albany demands it. On Page 218 of the Syllabus is found a list of books suitable for each grade.

We have already decided that Unit V should be divided up into four weeks and so for the first week's assignment we take Unit V, First Term—Textile Fabrics and their Characteristics.



## *First Week: Fabrics and Their Characteristics*

### A. Cotton, linen, rayon.

1. Varieties of materials: a. Standards, b. Novelties.
2. Analysis of quality: a. Weave, b. Design, c. Color, d. Finish, e. Price.

Over the week end, I read each of these text-books and mark the pages and chapters covering the work for this week. Then I prepare a sheet which is mimeographed and handed to the girls on Monday morning. This sheet gives the content of the Unit to be covered, as I have shown above, and the pages in each book where reading matter pertaining to the subject may be found; also a list of general questions is given for four days in the week. (Each subject in our school has one unassigned day and ours is Friday.)

On Friday, there is no construction work done in the classroom, but the week's homework is due. A large piece of burlap is tacked up across one side of the room and each girl is called upon to pin up her sample of material or an article from some magazine or pictures connected with the unit. She explains to the class why she has selected it and then leaves it pinned up so the others may examine it more closely. This article is returned to her later.

The teacher has also produced

large samples of the various materials under discussion. After this, the girls are called upon to answer the questions given in the homework assignment and there is general class discussion. This gives the girls a chance to express themselves and gives the teacher a chance to see if they have understood the week's assignment. I can truthfully say that when the bell rings, they are sad because the period is over. They are deeply interested in the subject; besides, it is a change from their regular academic work. When the bell rings, all homework is turned over to the teacher, who then checks up, reads and corrects it so that it may be returned the following Monday morning. The girls fasten this homework together in note-book form and have it to consult when reviewing for a test.

At the end of each unit a general test is given in the classroom before a new unit is taken up.

The same type of sheet is prepared each week for each grade of work, from the first term to the eighth term, if the registration calls for it.

There is so much valuable information necessary for a coming consumer to know, and there is no end of valuable material in this new course in textile arts. I could describe at considerable length the various Units taught in the various grades, but my space is limited.

I have tried to show how these

units in this new course of study may be covered by giving daily assignments along the lines of constructive thinking, and how the subject may be taught hand in hand with the actual construction work in the classroom. "Pushing a needle" is only a very minor part of the valuable activities of the course.

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### *The Utilitarian Concept of the Curriculum*

We Americans are supposed to be an intensely practical people. Our most striking characteristic is a dollars-and-cents philosophy of life. We like to see black on white; we balance the debit and credit columns; we look for the rate of dividend and time of maturity. We often subject our non-commercial interests and institutions to the principles of business management, and the result is unwise and unfortunate.

It is not surprising that our entire mode of thinking should be patterned after a utilitarian motif. Ours is a land of huge corporations; of mighty commercial and industrial enterprises. The stocks and bonds they issue are owned by millions. Their very existence depends on profit, and this must be made within a comparatively short space of time. Big business cannot wait. It demands immediate

and tangible results—so many units produced; so many sold; so much profit made.

One often hears comparisons made between running a city and managing a factory. A city, it is said, is a huge business firm and must be managed as such. Certainly, we want our city to be run on a sound basis, but there are sharp differences between industrial and municipal management. The expenditures of a commercial concern can be balanced by its income to a degree which perhaps will be impossible for the city. The city must perform services—police and fire protection, education and health—which will not net any money. The city, too, must provide for such exigencies—relief and welfare work—which cannot be adequately managed by private institutions. In a municipal enterprise one is dealing with human beings whose safety and happiness cannot be put into the balance scale.

Will you close down hospitals because the city's income is limited? Will you curtail police and fire protection because times are bad? Will you shut the schools, parks, libraries, and museums for the same reasons? Of course not! Not only must these and other vital functions continue, but their scope and efficiency must improve. When many of our less fortunate citizens are confronted with hunger, cold,



suffering, and a dark future, we cannot abandon them. We must provide for their physical and mental well-being in order that the ravages of the depression will not leave too deep a scar on their lives. To fail to do this would mean misery for the living and would leave its effects on the coming generation.

To look at the problem in a selfish way, the incentive to crime is greater in depression times, and we must make our municipal departments more efficient to cope with such eventualities. We are not running the city to make a profit. The chief purpose is to provide the means of comfort and happiness for its citizens. When vital city functions are curtailed, then the people are not as comfortable and happy, and perhaps are made very miserable as a result.

This utilitarian factor has been applied unwisely to the school curriculum. The study of certain subjects has been curtailed because they are thought to be non-practical. Mathematics and foreign languages have been most criticized on this ground. Just what does non-practical mean? Useless? Surely not! The courses of study ascribe splendid and worthwhile aims to these subjects. Is non-practical to mean not financially profitable? Few will claim that subjects taught in our high schools should directly affect one's earning power. What, after all, is meant

by the term non-practical?

This attitude toward the so called non-practical subjects is more the result of fancy than fact. When you pin down people who hold such views, they admit that financial considerations outweigh all others. Frankly, they expect a subject to affect one's earning power in the world of business. Practicality then becomes synonymous with earning power. The financial goal becomes the all important thing, and such necessities as character building, and training for citizenship and leisure activities are relegated to a position of secondary importance. What is the result? We get graduates who have been narrowly educated, insufficiently trained, and unable to properly acclimate themselves.

With the financial criterion as the measuring stick of practicality, most subjects will be found to have many non-practical aspects. Consider English. Will most students ever have any occasion to recite, write, or even read poetry? Will the literature students' study help them to earn more money? If the answer to the above is negative, ought we do away with the study of literature? Any pupil can give a satisfactory reply. We strive to elevate the literary standards of students by introducing them to worthwhile works. And what of the beauty, enjoyment, and moral values of literature? If students are not introduced to the better

things, it is almost certain that their own choices will be inferior.

Consider chemistry and physics. Will the great majority of students ever have any occasion to use structural formulae, valence, chemical properties of gases, knowledge of light, sound, electricity? In Art, pupils are taught the principles of color and design as they apply to apparel, home furnishings, and everyday life. To what use, however, will this information be put if financial considerations render it impossible for pupils properly to equip self and home? Even such practical subjects as bookkeeping, stenography, and typewriting can be of little practical value. When great numbers of experienced office workers are vainly seeking employment, what chance will graduates have of getting jobs? What use will they make of their very practical training?

One could continue along these lines and mention the "non-practical" aspects of other subjects, but it would be unsound thinking. We have been very vague in our definition of the word "practical." True, a graduate of a commercial course may not find employment so soon. Has his time been wasted? Shall we do away with commercial courses? Decidedly not! We cannot predict when the economic situation will change. But when it does, the pupil will be ready to take his place in the commercial world. His is a practical subject

in that it is being used in commerce and will be for some time to come. Certainly, he has a better chance of securing employment with his training than without it.

An even greater responsibility devolves upon the non-commercial subjects—English, social sciences, foreign languages, and so forth. While pupils may or may not make use of their commercial or industrial training in commerce and industry, they will need such traits as character, tolerance, civic-mindedness, and normal mental hygiene for the very practical purpose of everyday life in a modern society. These will be best achieved by the proper study of the entire curriculum.

The study of all the subjects in the curriculum will do much to bring about the desired results. To derive the maximum value from a subject, a change in the method and content is sometimes necessary. This was true of foreign languages. It was claimed that pupils of inferior ability did not profit from foreign languages. In order to revise the course of study for students of lower linguistic ability, a committee was formed to make the necessary changes. The proposed course of study emphasizes the reading of many works in the foreign tongue, the study of the country's civilization and culture, its relation to us, and its place in the family of nations. The proposed syllabus makes foreign



language study a living and absorbing pastime. Taught properly, foreign languages would take their place with art, music, and literature as subjects of appreciation and recreation.

In addition, the development of understanding and tolerance will always remain an important aim of foreign language study. These were never more needed than today. The Pan American Union ardently espouses the study of foreign languages, and has in its files the statements of many prominent individuals supporting its stand. The Pan American Union even favors the teaching of Portuguese in addition to the others. We do not claim that the study of foreign languages alone will bring the desired results, but they will certainly go a long way in the right direction.

Naturally, we want the subjects in the curriculum to be practical, but we must be careful to define the word properly. Should it mean financially profitable? The answer to this was given above. We may not immediately see the beneficial results of any subject, but they are there. One cannot ask to see the results of a course in Modern European History or English Literature. Education is one function in which results will be observed perhaps years after it has formally ceased to exert a direct influence upon the student.

Each subject has something to

offer in the way of improving one's manner of living. This is the true criterion of practicality—will a subject contribute toward the hoped-for result? The result we aim for is a civic and social-minded young citizen equipped for work and play in an increasingly complex society. All the subjects in the curriculum along with other influences will play a major part in the achievement of this end. If we agree that these are the aims of education, it will be necessary to make many courses compulsory. We think the student needs English and require him to take it. Sciences, foreign languages, and other subjects make definite contributions, but the student will not benefit from them if he is permitted to avoid them. When students are permitted to elect many subjects, they will deliberately keep away from those they think difficult, regardless of how useful they may be.

When life becomes more difficult, more troubled, more complex, the remedy should be more education, not less; more subjects in the curriculum, not fewer; revised methods of teaching, not elimination. Let the curriculum be varied and enriched even as life is. For school is life, not a preparation for it. Let us not neglect the attitudes, the habits, the ideals.

This thought is summed up very properly by Mary Calvert Ralls of the National Education Association

who says: "There is a deeper purpose in life than merely earning a living. This high purpose includes service and contributions to the lives of others. To the educators of our land is given the privilege of training the citizen for tomorrow to meet effectively the problems of everyday life. He must be given a broader outlook on life and a better understanding of his fellowmen. He must be taught his relationship to the community. He must be made to realize that he is truly a part of all life about him, and that his decisions must be based on knowledge, not prejudice."

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#### Against Math Teams

In a madly competitive world one might expect to find somewhere a peaceful corner in art, sport, mathematics. But no such refuge can be found; increasing competitiveness, while attacked in college football and other school sports, enters even the field of high-school mathematics.

Every term the Math Teams of about 10 or 12 New York City high schools compete for prizes in the Interscholastic Algebra League. The esthetic appreciation

of mathematics is swallowed up in the intense will-to-win and mathematics becomes not a thing of beauty or even a practical tool but only an instrument for the domination of one individual or one group over others. When boys attempt to cheat or come almost to blows over their relative scores, when high schools chisel over points, when the pursuit of school and individual glory reaches such a point that intensive training becomes necessary and the step toward commercial coaching becomes at least thinkable, then we may well wonder whether we are not injuring our students. We develop enough rivalries in the classroom; must we do so even outside? Let us stop discussing at teachers' meetings ways and means of helping students; let us at least not injure them.

It cannot be denied that there is some good in Math Teams. There is some genuine love and mastery of advanced mathematics, some genuine team-play and cooperation. But with the present stress on winning, the harm outweighs the good, and any step toward diminishing this stress is to the best interests of the students.

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## REVIEWS

### Social Ideas of American Educators

By Merle Curti. Report of the Commission of the Social Studies, American Historical Association. Part 10.

The mill erected by the American Historical Association in the form of its Commission on the Social Studies in the Schools, seems to grind rather slowly, but its product comes forth with regularity, each succeeding volume meeting the high standard set by the "Conclusions and Recommendations" and auguring well for the remaining five volumes still eagerly awaited by educators throughout the country. This latest publication of the Commission is the work of Professor Merle Curti of Smith College, an authority on the intellectual and social history of the United States, and although this work does not strike out in new directions, as did many of its predecessors, still it makes a valuable contribution of its own by throwing new light upon the leaders in the history of American education. Logically, perhaps this volume and the preceding one in the series, G. S. Counts' "Social Foundation of American Education," might have been the first and second in the series, since before seeking to diagnose the ills besetting the social

studies and attempting to prescribe for them, it might have been profitable to review the previous history of the case in order to discover how and perhaps why the present situation came to be.

The aim of the present volume as expressed in the preface is briefly this: Since the object of the entire series is to clarify the purposes of the social studies in this era of rapid social change and since "the social ideas of teachers and administrators to whom a recommendation of the Commission on The Social Studies must be entrusted for execution are a product and a part of the stream of ideas expressed and handed on by previous educators it must, therefore, be evident that, "a knowledge of the expectations, successes and disappointments of the men and women who have been outstanding in the building and direction of the American schools, may help to furnish incentives and warnings for those who now have at heart the social purposes of the school in the transition to a new society." Professor Curti sets out to furnish this knowledge and does so from the point of view of the "Social Frontier" group, firmly convinced that we stand on the threshold of a new society.

The term "Social Ideas" contained in the title of the volume has

been given a rather broad meaning. By it is understood the individual's intellectual and emotional responses to the groups of which he is a member, to the more privileged classes, his conceptions of the purpose of education, his attitude toward nationalism and internationalism, toward war and peace, toward individualism, socialism and collectivism. An attempt has also been made to indicate to what extent educators as a group have been leaders, followers or obstructionists in the movement for social change.

The work, itself, which might be characterized as a biographical history of education in the United States, consists of two parts, a briefer first section, which is a trenchant history of the period from the earliest beginnings to the Civil War, and a more extended but equally forceful treatment of the period from the Civil War to the present. Beginning with early New England, Professor Curti finds that the schools were usually church dominated, with the church the ally of and reflecting the interests of the conservative propertied classes which were the bulwark of clericalism. These early colonial policies were so ingrained in educational practice through legislative enactment and text-book content that they survived until late in the 19th century, long after Horace Mann, and Henry Barnard had begun their work. Vestiges of these early colonial clerical influences

may be found in most school systems even today. The growth of the West and South, attended by the development of sectional consciousness, brought conflicts with the old clerically dominated New England education, while the rise of industrialism in the East brought in its wake the movement for free public education. The school even then was beginning to be regarded as a combined cure-all for industrial problems and a royal American road to mass culture. It is here that may be found the beginnings of the present day faith of many Americans in education as the solution to any and all problems in the field of human relations.

The work of Horace Man, "the first really great American educational leader" and of the more conservative Henry Barnard, in the struggle for state controlled and state supported schools, is here held up to praise as constituting the first serious setback to the dominant *laissez-faire* doctrine. Their work paved the way for the acceptance of the ideal of public responsibility for the well-being of individuals, especially individuals discriminated against by existing social arrangements and inequalities of wealth. Though the establishment of the public school system may be regarded as one of the early signs of the awakening of the social consciousness of the American people, still the social purposes with which



the privileged and laboring classes viewed education were contradictory. The following paragraph tersely points out the conflict:

"Above all, the privileged classes expected the free public school to increase wealth, secure their property, and prevent revolution, while the lower classes thought that popular education would break down class barriers, lift them into the ranks of the rich and bring about, in short, substantial equality. Could the schools do both? Could they leave the wealthy with all their economic power and privileges and at the same time enable the masses to enter the upper ranks without jeopardizing the position of those already on the top? Could all stand on the top of the pyramid?"

Although this inability on the part of educators to see that the schools could not serve contradictory interests lay at the bottom of their lack of effectiveness as an aid to the solution of the varied social problems of the pre-Civil War period, still by the time the War between the States broke out, some social progress had been made. The class system of education had been undermined, religious influence had been supplanted with secular control and the doors of educational institutions had been partially opened to women.

Part two is the longer and by far the better portion of this work. In it Professor Curti rises to bril-

liant heights in his biographical sketches of J. L. M. Curry, who, as administrative agent of the Peabody fund, did more for the Negro and for the cause of Negro education in the South than perhaps any other man; of Booker T. Washington, whose philosophy was that the Negro must remain meek and humble but must at the same time make himself so valuable economically to the white business man that the white would undertake to improve the lot of the Negro purely as a good business investment; of William T. Harris, an even greater exponent of rugged individualism than Herbert Hoover, to whom fell the task of presiding over the rearing of the educational structure, the foundation for which had been laid by Barnard and Mann; of Bishop Spalding of Peoria, the leading Catholic educator between the Civil War and the World War, who, though he was looked upon as friendly to labor when he was appointed to the board of arbitration in the Coal strike of 1902, believed that laborers were soldiers "who conquered only when disciplined, equipped and commended by men of ability" and preached a gospel the effect of which was to divert the attention of the masses from earthly privations; of Francis Wayland Parker, a rebel in education, who fought against the regimentation in the schools of the '80s and who, as Superintendent of Schools at

Quincy, Massachusetts, emphasized the social and democratic functions of the school.

Coming down to the more recent period there is a searching chapter on G. Stanley Hall, who preached the forward looking doctrine that "the high school and college were not to be made in the image of the present, but of the future;" they were to be "nests of institutions that are to be," fitting man for the next stage in the development of a nation and the race. This is followed by a rather critical evaluation of the contribution of William James, who brought modern psychology into the classroom by applying it to the everyday problems of instruction, centering attention upon the individual child and thus fore-shadowing the "child-centered school," while retarding the movement toward a society-centered school; an appreciative chapter on Edward Lee Thorndike, the scientist in education, and a rather clear cut, but critical, outline of the educational philosophy and political viewpoint of John Dewey. In the next to the last chapter, before Curti's statement in "Conclusion," there is brief mention of the work of Dean James Russell of Teachers' College, who together with Cubberley of California and Judd of the School of Education at the University of Chicago, "virtually transformed the character of secondary and elementary education by taking the lead in the move-

ment for the professionalization of education," and another brief but enthusiastic survey of the work of George S. Counts, who insisted and still is insisting that educators tackle the problem of the maldistribution of wealth, and who was a pioneer in bringing the Russian educational experiment to the attention of the American pedagogue.

"Social Ideas of American Educators" is extremely stimulating and novel in the sense that it applies the principles of internal criticism, long applied to the literary product of the professional historian, to the educational and social ideas of professional educators, in an endeavor to show that these ideas were the product of the milieu in which the particular educator found himself. Thus, in the period during which it was necessary to convince the propertied class that public support of education was desirable, educational leaders steered clear of controversial issues such as slavery and the tariff. During the Agrarian crusade of post Civil War period, educators spoke with a great show of sympathy concerning the farmer's lot, but looked with disapproval upon the Populist movement. When President Cleveland broke up the Pullman strike, the N. E. A. commended him in a resolution which insisted that the restoration of order must precede a consideration of the wrongs of labor. Although some



were opposed to the war with Spain, once war was declared the N. E. A. resolved that "war has been entered upon in the most unselfish spirit and from the loftiest of motives. The cause of freedom and humanity, and the solidarity of both the American people and the Anglo-Saxon races is vastly increased by such an armed contest." Only once in the history, of N. E. A. meetings did anyone raise his voice in protest against the established policy on the part of educational institutions whereby they anxiously sought endowments from capitalists, many of whom had come by their fortunes in rather questionable ways. It is rather characteristic of this trend that it was not until the movement for scientific management in industry gained headway that Edward Lee Thorndike began to overhaul the educational system. At the turn of the century, unionization of teachers was an evidence of selfish devotion to class interest while "affiliation with the A. F. of L. was prostituting the interests of all children to the interests of the laboring class." Back in 1903, William Maxwell, New York City Superintendent, stated that whatever the conditions under which they worked, no worthy teacher would ever feel justified in going out on strike. Forty years of persistent effort by progressives who sought to introduce peace education into the schools met with little

response from leading educators. But after the United States government placed its stamp of approval on the project by participating in the first Hague Conference, the subject of world peace began to appear in social science curricula. Today the subject is regarded as being sufficiently important to warrant special peace assemblies in all the schools of the largest city in the United States.

Item after item of this nature is used to build up a basis for Professor Curti's thesis that the vast majority of educational leaders have not led. With few exceptions, they have lagged far behind progressive groups in this country, rarely daring to come to grips with controversial issues. Undoubtedly Professor Curti would agree with Professor Counts' statement of a few years back which goes to the heart of the problem.

"American education today, like American society at large, is in need of a conception of life suited to the new civilization. Most of the ideal terminology which students of education currently employ, if it is positive in quality, is the heritage from the earlier society. Since this terminology, however, is a product of a social order that has passed away, it ordinarily lacks both color and substance. Much is said in American educational circles today about democracy, citizenship, and ethical character, but nowhere can be found bold and creative efforts

to put real content into these terms. In a word, the educational and social implications of the machine culture have not been thought through. And until the leaders of educational thought in America go beyond the gathering of educational statistics and the prosecution of scientific inquiry, however valuable and necessary these undertakings may be, and grapple courageously with this task of analysis and synthesis, the system of education will lack direction and the theory of education will but reflect the drift of the social order."

HYMAN SOROKOFF.

Thomas Jefferson High School.

#### Introduction to Education

By William H. Burton. Appleton-Century, \$3.00.

In this voluminous survey of American education, Dr. Burton has aimed at giving a clear and detailed picture of such matters as education as a profession, the educative process, the place of the teacher in our social scheme, the pupil population, and the implications involved in its quantitative and qualitative changes.

Dr. Burton has succeeded in defining at very great length the teacher's place in the gigantic system of which he is a part, and in showing the interrelation of the various parts to the whole.

Dr. Burton's attitude toward educational problems is neither rightist, leftist, nor defeatist, but good middle-of-the-road sanity.

Although he devotes some eight hundred closely-written, meticulously documented pages to education in America, he does not distort the part that education has to play in the national and individual life.

Those who like their educational facts seasoned with metaphysics "proletarian" or "frontier" will not find much savor in this volume. It is meant for and directed to those who want reality unclouded by rhetoric. They will find it here, drawn with ample and scrupulous fidelity.

A. H. LASS.

#### A Student's Text-Book in the History of Education

By Stephen P. Duggan. Appleton-Century, \$2.00.

This is a revised and enlarged edition of Dr. Duggan's very readable and popular text on the history of education. The only material changes noted here occur in the sections dealing with Italian, German, and Russian education. So far-reaching have been the alterations in the educational systems of these countries during the past decade that reliable information concerning them is obtainable only through the current journals, reports from various international foundations, or books like this newest one of Dr. Duggan's.

Even if we believe that it can't happen here, that the happy amorphousness of our school system will



not succumb to any urge for centralization, an impartial scanning of the almost incredible mechanization and regimentation of education under dictatorships offers food for more than cursory reflection.

Dr. Duggan's account of the revolutionary changes wrought in the structure and content of so much of European education is not so excitingly written as is, for example, "The Making of Nazis" by I. L. Kandel, but it does give a broad, if somewhat flat overview. It will serve to whet the curiosity of any reader who wants to get a look into these laboratories where man is moulding his young in the not every attractive image of himself.

A. H. LASS.

### The Education of the Slow-Learning Child

By Christine P. Ingram. World Book Company, \$1.80.

This book treats mainly of the "slow-learning" child on the elementary level. Miss Ingram reveals her technique for individualizing and remedializing her instruction for these slow pupils, so that they not only grasp the actual subject matter, but, more important,

that they get the feeling of conquest and the increased self-respect necessary to make them socially useful citizens. Miss Ingram thinks that the "experience unit" is the best all-around method for the slow-learning pupil.

Although a major portion of the book deals with the mentally retarded, there is ample discussion of the characteristics, principles, and practices for the dull-normal and borderline cases.

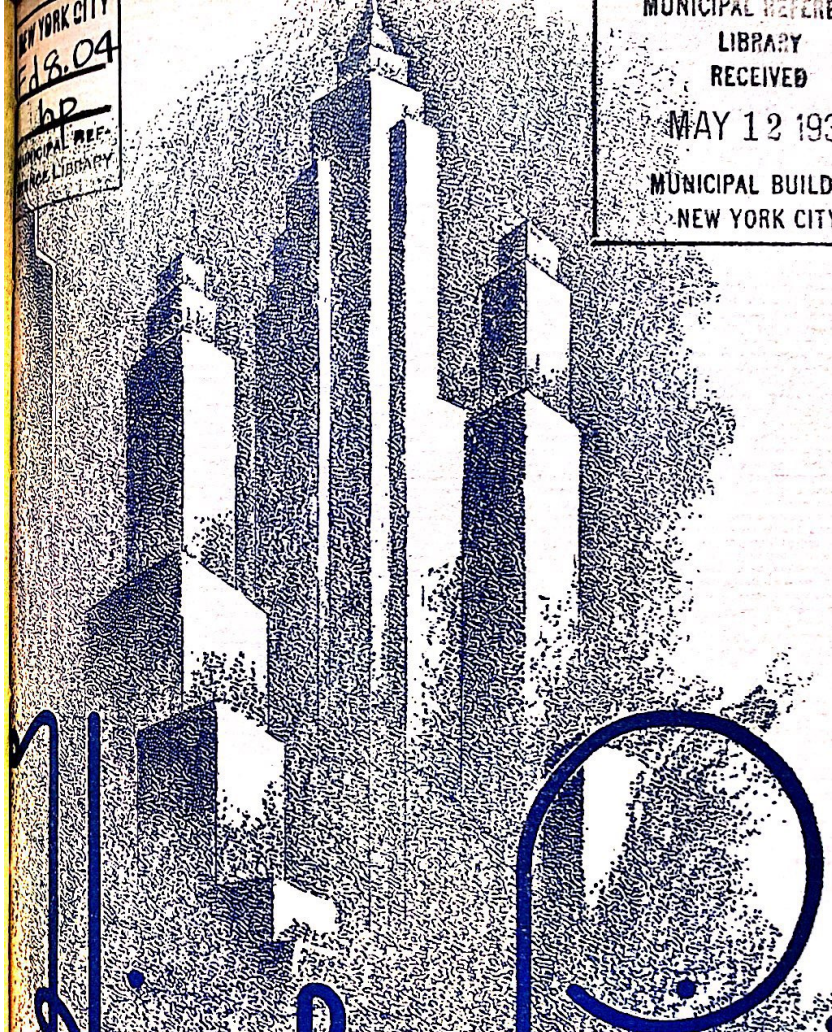
Miss Ingram's practices have no very broad significance for the secondary school, except as they point to the need for a similarly thorough and intelligent approach to the "unacademic-minded" pupil who is neither dull nor borderline nor slow, but who is intellectually and emotionally at odds with his course of study, and who is forced by the contracting economic frontier to remain in school. Some comprehensive recognition of and guide for this group, is imperative, which has been estimated at approximately twenty percent of the high school population. Miss Ingram's work ought to stir secondary school educators into active awareness of an almost identical problem in their own midst.

A. H. LASS.



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# High Points

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# HIGH POINTS

IN THE WORK OF THE  
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## SCHOOL vs. CRIME\*

IN the fight on crime the school is the logical leader because it is in a position to get directly at the roots of crime in juvenile delinquency. One of the most hopeful things about our present attempts to control crime is that we no longer think only of the grown criminal but of the future criminal who is now a child in our public schools. Crime prevention is being discussed from a more practical standpoint than ever before. The school can do effective work in crime prevention by the expansion and improvement of its facilities for spotting and treating problem children. This does not mean only those who are actually juvenile delinquents, but those who have mental and emotional defects which tend to lead them to delinquency.

The school can also prevent crime by full utilization of its physical resources. It is utterly inconsistent that one should walk down a city street and see an unlighted school auditorium or school gymnasium at the very hours when the lights of pool rooms, dance halls, cheap movie houses and undesirable hang-outs are blazing most brightly. Our school build-

ings might well be for thousands of children an evening refuge from the dull and over-crowded homes whose atmosphere drives them into the street.

In more indirect ways, also, the school can work against juvenile delinquency. I am convinced that the usual public school curriculum has little reality or significance for tens of thousands of children, and that from this group the juvenile delinquents tend to come. If these children are to be required by law to remain in school until their middle 'teens, they should be given a type of education nearer to what they want and need. Grinding them through grade after grade and stuffing them with facts which have little to do with their life interests is a process which creates problem children and problem adults. The present attempts in the New York City school system to individualize instruction and to adjust the teaching process to the varying types of children served are of tremendous importance to anyone who is interested in the prevention of juvenile delinquency and crime.

How to vitalize the public school curriculum is not a problem for the penologist but for the educator. As one who is in some degree a mixture of the two, however, I believe

\*Abstract of address before the joint meeting of the High School Teachers and the High School Principals Associations, February 29, 1936.



that one way to do it is to make vocational education more respectable and dispel as quickly as we can the impression that the child who transfers to the vocational course is a dumbbell and a low-brow. I do not mean that any child should be given a course which is purely vocational in nature. Any well-organized vocational course requires related training which goes over into the usual public school subjects, and these subjects become significant in the light of the vocational training interest. The vocational training program, moreover, should not be devoid of opportunities for the development of cultural and esthetic interests. There should be a school orchestra and a dramatic society in the vocational school as naturally as in the usual public school.

Another way to vitalize education is to keep life, vigor, and honesty in the text-books and other teaching material. It is dangerous to use "apt alliteration's artful aid," but I recently succumbed to it in a speech in Boston and criticized textbooks which are purged by patriots and punctuated by public utilities. The child of today cannot be prepared for the world of tomorrow by teaching him from textbooks that try to make him feel that we are still colonists shooting at the red-coats from behind stone walls, that the Japanese are a race of funny little people who spend most of their time feeding

silk worms and devouring California babies, that Russia is a country to be mentioned only in a hushed whisper, that anybody who criticizes power companies and other public utilities is a Bolshevik and so on through all the flat, dull, juiceless pages from which the child is supposed to learn about the world in which he lives.

Finally, the teacher is the crux of the whole problem. Education cannot be handed out like wooden cigars, by a cigar-store Indian. Teachers must not only have native intelligence, a thorough education, and sound professional training, but they must also have personality and the power to stimulate the minds of other human beings. We can kill personality and vigor by requiring too long a day's work, by imposing too heavy a teaching schedule, and by failure to establish special classes for retarded and problem children who need special handling. One problem child saps more teacher-strength than all the rest of the class. We can crush the personality of some teachers by telling them that they will be fired if they get married and of others by firing them because they get divorced. We can crush others by the force of religious or racial prejudices. We can destroy self-respect and a sense of intellectual freedom in some of the best of our teachers by such misguided legislation as that requiring loyalty oaths.

I judge that I shall not be considered a heretic for these utterances, inasmuch as leading school officials have recently been saying similar things with great vigor. Today, as never before, leaders in the educational world are thinking in realistic terms. Thinking of this

sort alone will make the school a more effective agency in the fight against juvenile delinquency and crime, a fight in which the school can play a part of ever-increasing importance.

AUSTIN M. MACCORMICK,  
Commissioner of Correction.

## WHAT RELATIONSHIP SHOULD EXIST BETWEEN TEACHER AND PUPIL?\*

THE relation of teacher to pupil has revolved about such questions as the following: How much is two plus two? What is the past participle of *facere*? What is the capital of Nevada? The teacher has been over the ground many times. He knows the answers. He has required the pupils to learn the answers and report them. It is an artificial situation in which the teacher easily dominates the pupils, but is often eventually himself dominated by his domination.

The work thus described is not "busy work" in any given class or subject for all the pupils. There are nearly always some whose interest lies in the particular subject field and this interest carries them forward to fruitful achievement. A quarter of a century ago the system worked profitably for many. The

\*Delivered in a Panel discussion of the meeting of the High School Teachers and High School Principals Association, February 29, 1936.

number who profit now is small. Recitation of memorized information is now "busy work" for a high percentage of almost any class.

We are coming to realize more fully that mastery of facts and acquisition of skills are ultimately the products of interest aroused. The creation of interests thus becomes an all important objective. Another is the discovery of aptitudes. Still another is the building of attitudes. In theory this is becoming platitudinous, but it is revolutionary and its realization lies ahead, perhaps just ahead.

Interest as an objective, apart from other considerations, of itself determines the fields of activity. They are bound to be fields that touch life here and now, and this is by no means to be regretted. Mastery of the here and the now seems not only the logical preparation but the only possible preparation for a future that by common



consent is quite unpredictable.

Interest as an objective transforms the teacher-pupil relationship. The teacher no longer knows the answers. In a very real sense there are no answers. The educational sky is studded with question marks. The self-satisfied pedagogue who deals in ready-made wares is coming to look a bit ridiculous today. His iron hand, his rigid rules, his profound grasp of dead matter, his static conception of values make him a bewildered and pathetic figure. His idols are broken. We can be sure that our idols will be broken too. We can no longer conceive of education as a process of handing on the intelligence that we possess. We are beginning to believe that the best thing we can do is to make our educational system a systematic warning against walking in our footsteps. We are beginning to see that the prime function of the schools is to help the young to acquire the habit of serious inquiry, of testing conclusions, and such attitudes as will enable them to meet life's problems calmly and intelligently.

In the new teacher-pupil relationship there is no longer justification for teacher domination. The more closely we study our student friends, the more we come to respect their real abilities and capacities. We realize more and more that there is no barrier between youth and maturity, that mental

growth should be an ever-flowing stream, and that teachers and pupils should sail along together in purposeful coöperation.

The objective toward which the teacher-pupil relationship is ideally moving is a partnership. In this partnership the teacher is a prominent member of the steering committee. He is the senior member who has weathered many storms and fought many battles. He is fond of his youthful partners. He understands their point of view. He can and does have good times with them both in and out of class. He has no fear that a smile, or even a laugh, will jeopardize his influence as senior partner. As the partnership becomes more intimate his prestige grows and his leadership is strengthened. His informal relationship with his partners enables him to penetrate deeply into the hopes and fears and aspirations of his friends. Thus his leadership becomes intelligent and individual. In the partnership there is no room for tabus, pretense, pedantry, or artificiality of any kind. The opinions of all partners are constantly sought and considered. There are no authoritative pronouncements to wreck the machinery of thought. The primary objectives are growth, not solutions, abiding interests, not facts nor skills. The senior partner has faith that judgment can be developed in the common variety of man. He understands what real

freedom means. It is basic in his philosophy. It is exemplified in the partnership group and the limitations that guarantee it in group life are experienced.

To inquire and to test, to experience true success and to feel satisfaction or pleasure in the experience are goals of the teacher-pupil partnership. The scientific method is a rational demonstration of the value of honesty. No progress can be made if self-deception or pretense or bluff is permitted. Every step must be coolly appraised and all falsehood eliminated. But scientific method alone does not suffice as a character-building force. It is cold and impersonal. Much of human conduct is warm and impulsive. Our teacher-pupil partnership will afford many opportunities for the practice of generous acts, courteous acts, for self-control. It will also provide satisfying rewards and unpleasant experiences according to individual reactions and needs.

Personality is cultivated as the

supreme ideal of the partners. They come to realize that the person in society is the most real thing we experience. They seek to experience the values of life and thus to enrich their personalities. They learn the value of health and experience the ways of life that assure it. They experience knowledge and learn its relation to human progress. They experience beauty or art and learn to discriminate in its appreciation. In their daily acts and words they develop the attitudes which constitute integrity. They explore the fields of vocational activity and plan for economic independence. In all these experiences the senior partner leads the way, encourages, inspires. He is a specialist in some field, as will his partners be also in the end, but his mastery is such that he easily senses the relationship of his field to all of life's values. He is wise enough to seat personality on the throne where it belongs.

WILLIAM M. BARLOW,  
Curtis High School.

## THE BUSINESS MAN'S INFLUENCE IN THE SCHOOL AS A COMMUNITY ORGANIZATION\*

THE business man's complete isolation from our body politic has resulted in the city's financial

chaos in which it now finds itself.

It is a deplorable fact that the business man has neglected to take part in any of the school activities, or to measure the school's possible influences in any community. But

\*Delivered at the Youth Conferences of the High School Teachers and the High School Principals Associations, February 29, 1936.



since the depression more of us have become interested in public affairs, because we have had time to think, and take stock of ourselves and our environment. We are beginning to realize that some of Plato's precepts should be followed, in order to develop our ideal State; not from philosophical or sentimental reasons, but fundamentally from the realization that funds used by our municipalities and Governments are wasted by lavish extravagances which result in bankruptcies of cities and the crushing of our body politic, by the sheer weight of the tax burden. The decline and fall of our civilization will follow, unless business men and others help remedy the situation which they, themselves, have created, because of their neglect of public matters.

What the business man's influence *can be* in establishment of schools as a community organization, is illustrated by my own experience as Chairman of the Education Committee of the Yorkville Chamber of Commerce. We, as business men, are selfishly concerned in the exodus of population from the Yorkville area. Many buildings were demolished, others were boarded up, some of the schools are half empty. There is a decrease of over 35% in population within the past 15 years and a reduction of school population from 43,000 in 1925, to 26,000 in 1935. This condition brought about

decreased business, which means diminished or no profits, decrease in real estate values, which, all translated into dollars and cents, means decrease in receipts to the City of New York.

What did we do about it?

We made a complete survey of the Yorkville area, and established the undisputed facts, that the decrease of population was due, first, to lack of proper school facilities (some of the buildings were built as far back as 1860 and are still occupied); secondly, to lack of modern safe housing for the working man and for the middle class.

Every school was inspected and a statistical report made showing the age of each building, the seating capacity, the number of seats, the cost of the land, the cost of operating each school, and so on, and a conclusion was reached, that although this area pays 6% of all the taxes of the entire city, it has received less than 3% of the Board of Education Budget. For the past 30 years, Yorkville contributed about \$50,000,000 to the upbuilding of schools in outlying boroughs, at a sacrifice of its own interests.

A committee has been appointed consisting of representatives of business, civic and social groups in this area, with the avowed purpose of securing new schools and utilizing these schools as community centers, in order to again attract population to Yorkville.

It is evident, then, that the business man's influence can be a forceful one, if his efforts are properly oriented. It is the duty of the educator to enlist his services as much as possible.

I have occasion to pass one of the new schools, almost daily. The school and its equipment represents about \$1,000,000. At 5 o'clock this school is closed for the night. Here is a million dollar investment, and used only five hours each day. My natural reaction is that this represents the very acme of waste and extravagance. Why isn't this school, with its large auditorium, swimming pool and playgrounds, thrown open to the public? Their money was used in building it. Hundreds of adolescent working boys and girls in this community should be given the opportunity for bettering themselves, and the development of impulses that stir within them should be encouraged. A program for this wider use of the school plant, would do much to offset the deleterious influences that lead to juvenile delinquency.

I spoke to several school officials and asked why the schools were not utilized as social centers. To my amazement, the reply was: "It involves additional expense and no organization has been built up for

it." One principal informed me that he tried to organize an orchestra in the neighborhood, but could not use the school building because the custodian demanded further tribute. Further inquiry developed the fact that school principals and teachers are tyrannized by the janitor-custodian and his system. You are not executives of your schools. When you have a Parents Association Meeting, you do not order the building kept open, you have to respectfully beg for it. You don't dare ask for adequate toilet supplies, for fear you may incur the wrath of the custodian.

This cancerous growth, an outgrowth of the political spoils system, *should be abolished*. It is wasteful, inefficient and tyrannical. It throttles progress by preventing the use of schools as social entities.

You principals will then really become the administrative and executive heads of your schools. It will be within your province to determine the purpose for which your schools will be utilized. Unfettered, you will become the center about whom all educational and social activities in the community will revolve.

SAUL BERNSTEIN, C. E.,  
Chairman, Committee on Education,  
Yorkville Chamber of Commerce.



## NEW YORK CITY AND THE NATIONAL EDUCATION ASSOCIATION

**A**N orthodox beginning for a scholarly discussion would be the presentation of a problem, followed by statistical data, tables, graphs and conclusions. A scholar who investigates the relationships between the National Education Association and the teachers of New York City could thus expose the skeleton in our educational closet. But why rattle the academic dry bones when there is such an appealing human story to be told? That story is vibrant with the vitality of living men and women who fight to lift the cultural and economic status of those who teach and inspire the youth of America. If the story is well told, the educational forces will combine their leadership into such a strong united front that victory will be assured; victory over ignorance and prejudice in the minds and hearts of the children; victory over the arrogant power of such selfish vested interests as would wreck the democratic structure of the political order to protect their plunder.

Into the pattern of American life there has been woven the dreams of millions whose common purpose was to guarantee opportunity for the exercise of individual initiative. Those men and women saw in the

next generation, their children, the possible fulfillment of the unrealized portions of their hopes. To that end they have united in the support of such a school system as no other nation has ever known. The confidence they have in those who teach their children amounts to an implicit trust. That trust has never been betrayed by the teachers in the classrooms whose devotion to their task has been the bright spot in a history of public service which, in other quarters, too often shrinks from the light of truth.

But let us not forget the sacrifice required to achieve the status we now enjoy. Those who made them were doers while they were dreamers. As we share their dreams so should we match their deeds. While we may share their inspiration; our own planning must be realistically geared to conditions as we find them.

Educational leadership in America has produced an educational structure that is the wonder of the world. We ourselves must wonder at the many similarities of the countless number of autonomous school systems, all of which have developed under local initiative. The most mobile population in the

world may shift from coast to coast, across the continent, yet the individual child of school age may be almost immediately adjusted to the school at any place. A man from Mars would logically conclude there must be a master-mind to plan and preserve such uniformity within such great diversity of conditions. But he would search in vain for such a master-mind. What then may explain our uniformity without complete standardization—even in a particular school system.

American educational leadership has been achieved through general acceptance of ideas and ideals in an atmosphere where truth was sacred and criticism, the surest way of approaching it, was a friendly, not a hostile process. The great names in the history of education in the United States have been without power to impress their will upon even a single unit. They have relied upon that fundamental strength of leadership which results from the insight of the leader who divines the aspirations of the followers and whose program depends upon their confidence in its basic assumptions. Such leadership unites insight with the power of judgment. When these early educational leaders went before the patrons of the schools, each layman saw in the educational program a fulfillment of his own hopes and aspirations for his children. Even so, we have not yet explained the spread across the continent of the ideas of

educational leadership.

The early leaders used the power of pen and tongue. They spoke often and they wrote much. They spoke to each other from the platforms of their own educational conventions. The largest of these grew into what are now the conventions of the National Education Association. From this nationwide platform the words were spread to every citizen who read the newspaper. For the educators themselves the proceedings of the association provided complete reports. The press of the nation, on the front page, gave to the average citizen a sufficient knowledge of the proceedings to support such features of the local program as were in harmony with the expressed convictions of educational leadership. Thus, twice a year, the attention of all was focused for a brief time upon the schools.

Educational leadership soon realized that such publicity as resulted from reports of conventions was inadequate to the achievement of their worthy aims. The second great sounding board for educational thinking was obtained through setting aside an American Education Week for the consideration of educational problems. To these has been more recently added the twice-weekly broadcasts of the N. E. A. From such small beginnings, there has developed a consistent program of educational interpretation which is making



more complete use of the modern means of communication. The messages all bear upon the theme of lay support of improved educational opportunities for the children. This function of keeping the entire nation informed regarding educational policies can best be discharged by that organization which is national in its scope.

For the teachers themselves, there has been added to the *Proceedings* of the conventions, a monthly journal which ranks high among the professional journals. The original association has been supplemented by a number of departments, which are at work supporting, through research and publications, the particular professional interest of a special group. The Yearbooks of these departments and the research publications of the parent organization now form a significant part of the total educational literature. No teacher can pass through the required years of preparation without having referred to them.

The departments have been directing their efforts chiefly to promoting the cultural and professional interests of the members of their associations. The parent organization, without any lessening of cultural effort, has sought to also serve the economic interests of the teachers.

Leaving the National Education Association for a moment, we turn to an examination of the many lo-

cal organizations of teachers in New York City. Among these are found several of a purely professional and cultural nature, corresponding to the departments of the N. E. A. In a joint manner, all have fought for the improvement of the economic status of the teacher with such success that, as a result of their combined efforts, the teacher in New York City occupies a position at the very pinnacle of economic educational status and security. So absorbed have the local associations been in this intense struggle that it is small wonder if they may have lost sight of certain larger economic forces which know no city or state boundary lines.

The movement toward the wider economic base for educational support has been rapid. The State of New York has, in its legislation, approved by local associations, recognized that education is a state function. Local associations have long fought their battles at the seat of state government. While they have been attaining victories which make them the pride of all educators, there has been a rapid development of educational support from federal sources. Municipalities and states have publicly recognized their inability to cope with the ever accelerating rate of increase in the rate of pupil population growth. This is at first seen in their inability to supply the funds from local or state sources

needed for the construction of housing facilities for the children.

Even the great city of New York must look to Washington for outright grants of forty-five per cent of the cost of all schools that are constructed here, and for the loan of the remaining fifty-five per cent.

The classroom teacher who has read this far and who is daily confronting an increasing pupil-teacher ratio must realize that relief can come only through federal action. At this point the local associations need, as never before, the strength of the great National Education Association, which alone can speak with the voice of educational authority at the nation's capital. During the last twenty years the N. E. A. members have paid for a magnificent building where a large and competent staff are ever at work in their service. The individual teacher who visits the N. E. A. building at the corner of 16th and M Streets, must feel a thrill of pride in the tangible evidence of the strength of two hundred thousand almost insignificant annual contributions of two dollars each. But it is not easy for the classroom teacher to see how the N. E. A. may actually serve her economic interests. It is therefore in order that at least one story should now be told of a particular achievement in the field of federal aid. The officers of the N. E. A., after the appropriations for PWA had been reduced, succeeded in

convincing the political authorities that it would be unwise to deny the thousands of school building projects which had been approved at the time the total funds allotted to PWA were greatly reduced by transfer to WPA. Telephone calls from governors and telegrams from city superintendents and boards of education helped to secure added funds for school buildings. The need for these funds and the threat of their loss was made known to the local authorities by communications from the officers of the N. E. A. As a direct result of these N. E. A. efforts, increased grants and loans were extended to the Board of Education of the City of New York. Many schools will be relieved of the need for triple and double sessions and thousands of children will be instructed in more comfortable school rooms and by teachers less burdened with numbers. Translating the federal aid into its ratio with the local membership in the N. E. A. we find it amounts to twenty thousand dollars of federal aid per N. E. A. member. It is probably safe to say that this amount is at least five thousand dollars more per teacher member than it would have been had there not been a strong N. E. A. to secure the additional allotment of federal funds.

Local leadership has looked askance at federal aid lest there be tied to it the strings of federal control. Federal legislation spon-



sored more than fifteen years ago by the N. E. A. seemed inadequate to curb federal control but federal aid is now removed from the realm of academic discussion. It is a fact. The leadership of the N. E. A., sensing the dangers of federal control as fully as they are felt by local leadership, is as unwilling to see any extension of federal control as the most ardent individual teacher.

What the N. E. A. now needs is the support of all teachers. Although one teacher in five now belongs to this great organization only one in twenty of the New York City teachers has become a member. The decisions of the N. E. A. are formed in a democratic manner at the great national summer meeting. It is possible for the local members to become a great power in the delegate assembly. The large schools make possible the sending of many delegates. Each fifty-one members may send a local delegate and each two-hundred-and-one members may send a state delegate. The leadership of local organizations will now probably realize the potentialities of representation. If even one-half of the teachers of this great city were members of the national organization they could send a larger number of delegates to the representative assembly than many states. On the vital issues of the organization, each delegate has a vote.

The present leadership of the National Education Association is willing and eager to extend its services to local associations. This will be done by supporting local legislative programs with research. It should also be possible, in case of need, to utilize the support of the N. E. A. through releases to the press. The N. E. A. could send representatives to appear before state legislative committees at Albany. Since the N. E. A. is now sponsoring only such national legislation as is approved by New York City leaders, the local groups should forget the differences of fifteen or more years ago.

What we have said up to this point refers largely to support by the N. E. A. of economic interest of professional groups in New York City. The N. E. A. also stands ready to authorize conferences which will be concerned primarily with the cultural and professional interests of New York City teachers. One such conference was held on the first of February under the auspices of the Department of Supervisors and Directors of Instruction with twelve local coöperating groups. The number of coöperating groups would have been increased had the local representative of the N. E. A. been more familiar with their names and functions.

This is no time for division within the ranks of the educational forces. The N. E. A. needs the

support of every teacher, supervisor and administrator in New York City. Local groups, in their turn, need the support of the national organization. This is particularly true when the extent of federal aid (two hundred and fifty million dollars in the last two years) is considered.

There is ample statistical data available to support the conclusion that the N. E. A. has been a powerful factor in supporting and promoting both the cultural and the economic interests of teachers. As local representative of the N. E. A. I have not chosen this approach. I came here to discover, if possible, what prevents the proportion of interest in the N. E. A. in New York City from equaling that in the state and other localities. The weight of all the evidence which I have uncovered leads to the conclusion that:

1. The N. E. A. has not cultivated and used the great reservoir of exceedingly capable leadership which is in New York City.
2. New York leadership has not cultivated and used the great reservoir of the National Education Association. This has been due to the fact that the local organizations have quite successfully met the cultural and economic needs of local groups. With the realization of the great changes which are now taking place in social and

economic life, there will be a change in the attitude of local leadership and more action and interaction between New York City groups and the National Education Association.

3. Each group has been waiting for the other to take the initiative. The hearty and coöperative response of local groups to the small measure of initiative which the N. E. A. took when it sent a part-time local representative to New York City, is evidence that the future will see some noteworthy developments:

- a. More New York City leaders will appear on programs of the N. E. A.
- b. More New York City leaders will contribute articles to the national magazine, write in the Yearbooks of the departments and participate in national campaigns.
- c. There will be an increase in the number of delegates from New York City who attend the national convention.
- d. There will be at least one N. E. A. conference for teachers and one N. E. A. conference for supervisors and administrators held in New York City annually.
- e. Local groups will receive and use the power of the N. E. A. to advance their



economic, as well as their cultural, interests.

In conclusion, proper recognition should be given to the fact that both groups are coming to understand each other better. When this understanding has reached the point of coöperation *in action*, we may reasonably expect the N. E. A. membership from New York City to rise. The gain will not stop when the national average has been reached because local teachers have a better under-

## AN OBSERVATION AND PRELIMINARY INVESTIGATION OF CHORAL SPEAKING

FROM time to time I have visited high school classes in Speech and have observed the various methods used in teaching the use of voice, diction, and the art of oral interpretation. All too often have I seen classes sitting listlessly while mechanically attempting to apply the techniques being superimposed upon them. At the end of the class period there has been a sudden rejuvenation of spirit induced by the freedom connoted by the bell, and an immediate return to the preferred poor speech. While this is not true of all classes in Speech, this occurrence is sufficiently widespread to warrant an attempt at finding a remedy for the situation.

This is made difficult by the very nature of the present high

standing of the advantages of organization. It is not unreasonable to presume that a continuation of the policies outlined above will result in giving to New York City a rank in educational leadership in the national organization similar to that which it holds in commerce and industry. New York City, you should be at the top!

LEONARD POWER,  
New York Representative,  
National Education Association.

school situation in the City of New York. The classes are overcrowded, the groups are conglomerate, and unassorted as to purposes, interests, and often abilities of the students. The problems that arise as a result of this situation are:

First of all, how can we accomplish the aim of developing the *individual* with so many in the classrooms, representing divergent interests and abilities? We can but slowly remove the causes of these undesirable situations; therefore, we must face them as they now exist and use some technique in teaching that will develop the individual, take care of the mass at the same time, and yet cater to the various interests and abilities represented—a large order!

Then we must use a technique

that in itself offers powerful motivation for the desire for and acquisition of good speech; for of what use is our teaching if there is no carry-over after the Speech term or terms on the part of the thousands of children who are passing through our high schools?

I believe that such a teaching device is at hand in the form of "Choral Speaking,"<sup>1</sup> which, in my opinion, if more widely used in the classrooms, will (if rightly conducted) aid in accomplishing more of the aims as listed in the High School Speech Syllabus than any other device within the same time limit.

I have been led to believe this as a result of experimentation in the use of Choral Speaking in my high school classes in Speech, with the purpose of seeing whether or not the technique was applicable to high school work. It was, of necessity, an unscientific experiment, covering a period of three weeks. My aim was to get a beginning viewpoint of the reactions of the pupils, the workability of the idea, and the possible results to be obtained. I had two classes—one bright and one mediocre in intellect. I decided to try Choral Speaking with a chance for indi-

<sup>1</sup>Definition of Choral Speaking:—"A body of people trained to speak together in such a way that they bring intellect, imagination and emotional energies to the surface of their lives"—Marjorie Gullan. It is an amplification of individual interpretation.

vidual work, too, in both classes, giving each the usual "straight speech" as well, but giving the duller class more Choral Speaking. I have used the objectives of the High School Speech Syllabus, as a standard by which to judge results.

Let us examine some of these objectives and see how they can be fulfilled through the use of Choral Speaking.

- (1) "There must be a teaching of people through subjects."

Instead of teaching the subject of speech technique to pupils, I used Choral Speaking as a means of developing the student socially, and psychologically as well as teaching him the techniques of speech *indirectly*. (That is, it was through Choral Speaking that the results mentioned below were achieved.)

- (2) "We must establish ideals that function unconsciously in human behavior and in broader phases of social communication and adjustment and for the individual's personal performance in daily contacts."

By participating in Choral Speaking the student has a fine opportunity

<sup>1</sup>High School Speech Syllabus for New York City High Schools, issued by the Committee on Speech, page 10.



to establish the ideals of democracy, coöperation, and thinking with a group toward a common end. It was found in Dr. Stahl's *Sprechor* in a Girls' Gymnasium in Dusseldorf, Germany, that Choral Speaking had fine educative value and was suited to school work because it featured no individual (if so desired) and because it gave every member of the group an opportunity to participate. I, too, found this to be true. I also found that in giving everyone something to do together, many of the problems arising from the over-crowded conditions and divergent interests and abilities were temporarily alleviated.

Then, in the very process of the work in Choral Speaking, in taking a poem for reading aloud, the group must come to a common decision in regard to the interpretation to be used. This necessitates thinking toward a common end. I found when I tried this, that children who ordinarily would remain silent during a Group Discussion, or who were not particularly interested if the

discussion concerned the interpretation of a poem to be read individually, became most animated and communicative when they felt themselves to be a necessary unit in the arrival at a group decision.

As for the development of the individual's personal performance, the development of leadership is provided for in Choral Speaking. Quite a few of my students got little groups of their classmates together and led these groups in working out poems of their own. This seemed to carry over in their other work, both in the Speech class and in other classes and school activities, from what I could observe of these.

- (3) Then, it is stated as another objective that "the understanding of oneself and of one's neighbor must be considered as of primary importance."

This too, is attainable through Choral Speaking.

\*Marjorie Gullan, in her survey of the schools in the United States says, "I was also told that the effect in the socializing of these different nationalities with all their conflicting points of view and with their decidedly individualistic tendencies, quite apart from the self-expression of a really fine kind which they get from Choral work, has far reaching results in the lives of these children."

I found that the students showed a desire to coöperate with each other, and to consider each other's point of view, in the discussions concerning interpretation. The group work also fostered a feeling of fellowship as a result of their interpreting with each other something stirring. Apropos of this, J. L. Horn tells us that "Aesthetic emotion depends much on participation *with* and enjoyment in, the presence of others."

Thus, through this participation with each other, and through their consideration for each other's viewpoints, they seemed to acquire a new spirit of understanding of each other, which might have carried with it, possibly, a better understanding of themselves.

- (4) The fourth objective mentioned is "the development of clear thinking, of receptive mental attitude, and of creative responsiveness."

The first two of these can be accomplished as stated above. As far as "creative responsiveness"

"J. L. Horn: "Speech Chorus," *English Journal*, June, 1930.

is concerned, the students' creative responsiveness came through his experiencing and attempting to interpret the poet's emotion, in the group discussion preceding the group interpretation. I also found that pupils were often inspired to create poems for the use of the Choir.

- (5) "Removal of reluctance to communicate and the awakening and encouraging of the desire to share thoughts and reactions through oral communication."

I found that whereas many students were very backward about getting up to interpret a poem in a solo performance, they entered with gusto into the group interpretation. Then, gradually I gave them a solo line, then several, and finally a small part in a long poem to say alone. Then, when we had "individual interpretation day," they volunteered! As they gained confidence they seemed to become more communicative in general. This enlargement of personality through freedom from self-consciousness on the part of the adolescent (and the



stimulation of his imagination) as arrived at through Choral Speaking is, in my estimation, an extremely important asset of this technique.

- (6) "Development of skill in the application of knowledge and principles to voice use in order that adjustment in volume, use of pitch, and quality may give ready response to thought and feeling."

These skills were acquired indirectly (through Choral Speaking) as a result of the satisfying of the felt needs on the part of the pupils. I introduced selections that called for the above adjustments in voice use and then had the pupils try to interpret these, without previous help. They did, and were dissatisfied with their results. They suggested various possibilities as causes, such as "too even pitch," "not loud enough," or "too loud," "sing-song," "sounded hard," and so on. They then demanded to know how to develop their voices so as to be able to accomplish the results they desired. They absorbed the principles of voice use then given them,

and applied these. The voices seemed to improve generally after a few days of Choral practice. Just for experiment, I tried teaching the same principles of voice use by the direct method in another class. I had to pull the pupils along mentally, for their interest was not as keenly aroused.

Also, through the use of Choral Speaking, I was able to develop the pupils' sensitiveness to voice, as a result of the division of voices into "dark," "light," "medium" according to quality, for the purpose of achieving different effects in interpretation. The pupils had long discussions among themselves as to whose voice had what quality, and so on, and they began to listen most keenly to their *own* voices as well as to those of other people. They would practice for various factors towards the attainment of good voice quality quite energetically because they wanted to do a fine piece of group work on a particular selection. For instance, they practiced for resonance with determined concentration because they

wanted to give Lindsay's "The Congo" in a finished manner, with all vocal sound effects. This group practice, and the interest engendered thereby, had a very definite carry-over in their voice use in every day speech. Choral Speaking provided the powerful motivation for this.

- (7-8) "Acquisition of simple facts concerning the sounds of English and improved use of spoken English for clearness in Spoken English."

This was accomplished indirectly too. I gave the group selections calling for the necessity for practice in certain sounds,<sup>\*</sup> and because of the need for agility in speech, in order that the words of the group might be understood, the pupils' interest in the sounds of English was aroused. They also became very interested in sound values in words found in poetry and prose, as a result of the amplification of sound that they heard when the group spoke together. (Incidentally, this was very valuable, for the amplification

<sup>\*</sup>Such as—"The Lady of Shalott", "The Congo", "The Highway Man", "The Barrel Organ".

of correct speech patterns was an aid to the many students who had foreignisms in their speech, in acquiring good American patterns.) This interest in sound values led them to want fine speech for their own use. They became interested in learning how to make the sounds correctly. Again, I found that the class in which I used the direct method was not so keenly interested in learning the facts concerning the sounds of English, as was the Choral Speaking group. What is more, the latter group was far more interested in *each other's* speech, than was the former group. There seemed to be more of a carry-over in improved diction in the Choral Speaking group than in the other. The mediocre class that had had more Choral Speaking spoke with better use of Voice and Diction at the end of the term than the brighter class did.

- (9) "Development of the ability to read spoken poetry and prose effectively." Again, through the introduction of a variety of selections, the need for skill



or technique was *felt*—then it was supplied. This had a definite carry-over in their individual interpretation. I tried the straight method of teaching a poem in one class, and taught the skill as the need for it arose as a result of an individual's lack of interpretative skill. But as the girls knew they would not all have the chance to experience the application of the principle (for it would have killed the poem to have had it read by everyone individually in the class), they were not as interested in acquiring the technique as those in the Choral Speaking group who were *all* expecting to use the skill. Somehow the attitude was that the responsibility for acquiring the skill was only that of the three or four pupils who had the experience of reading the particular poem aloud. As for the teaching of such reading skills as phrasing and emphasis, the Choral Speaking method, as an indirect one, used through the need felt for these techniques on the part of the pupils, was far more successful in stimulating

interest and developing the ability to read prose and poetry effectively than was the direct method.

(Again, various selections presenting problems in reading technique had been given the pupils.) This effectiveness of the Choral Speaking method was revealed when the pupils gave individual interpretations of poems that were not suitable for choral work. The skills seemed to have been acquired more definitely by those who had had Choral Speaking work.

Although, as I said in the beginning, the experiment was not a scientifically conducted one, it did prove this much to me—that the Choral Speaking technique has much educative possibility. The pupils told me that they love to do Choral Speaking; they memorized many fine lines of poetry as a result of constant utterance of verse in groups; they learned to combine body movement with the vocal technique, and I believe they managed to accomplish much toward the general aim of Oral Interpretation as

given in the Syllabus;<sup>6</sup> (and I managed to include all the recommended procedures for the accomplishment of this aim), with participation on the part of more students, with more enjoyment and interest for them, and with more concomitant results than if the technique had not been used.

Although I realize that all of the above objectives may be realized through other devices such as Public Speaking, Dramatics, and the like, that direct methods of teaching may, in the hands of a creative teacher, be stimulating, that the teaching of Choral Speaking calls

<sup>6</sup>General aim of Oral Interpretation:—"Development of the capacity to understand completely, and of the power to convey adequately, the full meaning of the selection to be interpreted in the thought content and personal or emotional content of the author. The deepening and enriching of the intellectual, emotional and imaginative life of the student and cultivation of high ideals of life and conduct through increased capacity for recognition, enjoyment and sharing of best in prose, poetry and drama."

## "JULIUS CAESAR"—A LIBERAL EDUCATION

### A Modern Approach to the Teaching of a Classic

#### PART I

TO students engrossed in the mad-cap career of Red Davis, thrilling to the exploits of sportsman's heroes, and exposed to the wit of Joe Penner, the announce-

ment that a Shakespearean play was to be read and discussed in class, loomed ominous. They had enthusiastically undertaken experiments in Group Discussion and Choral Reading, had found Public

for a trained and skillful teacher, and that the results I obtained might not have been due mainly to the effect of the Choral Speaking work, I still believe that there is greater possibility for accomplishing more of the aims of teaching Speech in a shorter time (and the time element is a big consideration) than through any other means.

It might be valuable, then, in the light of the results of this preliminary experiment, or observation, as it should more properly be called, to test the possibilities of the Choral Speaking technique for school use in all levels of education by approved research methods. Then, if it were found to be as valuable as this preliminary observation would tend to have us believe, a more widespread use of it in the schools should be advocated, and the teacher training institutions should give training in the technique of Choral Speaking for class use, in their methods courses.

ZELDA HORNER.

Girls' High School.



Speaking a pleasant experience, and through the use of nonsense syllables, tongue-twisters and similar devices, had been "beguiled" into an acceptance of the utility of Phonetics. Shakespeare, however, was anathema. His works were manifestly taught to harass an already troubled American younger generation, too absorbed in the fading career of "The Mighty Sultan of Swat," to be bothered with a mighty line in Shakespeare.

Thus, accompanied by no uncertain expression of disfavor, copies of "Julius Caesar" were handed out, evoking the following mumbled complaints:

- (1) "Why study an author that lived so long ago?"
- (2) "Must we study hard poetry?"
- (3) "Why can't we read something written in easy language?"
- (4) "Aw gee!"

Although these objections in themselves were disquieting, the problem was particularly aggravated by the fact that the Speech teacher, in addition to instilling appreciation, must also develop competence in oral reading. The significant statement that "no part of speech work has had more crimes committed in its name than interpretative reading" thus travels persistently through his mind.

It is fatal for an instructor to approach the study of the play in

the face of such indifference with nothing at his command but a text, a complete encyclopedic knowledge of Shakespeare's life and plays, a sincere appreciation for the bard, and even extraordinary ability in oral reading, in the hope that his own scholarly interest and competence will thus be instilled into his class. It is the purpose of this paper to prove the superiority of a well-thought out plan based on a theory for the teaching of certain literature, and on a belief in specific educational concepts. This is offered not as *the* but as a method for the teaching of "Julius Caesar".

Harap says that "Too much educational thinking proceeds on the assumption that the population for the country resembles the population of an ideal order of society." This supposition, he continues, is prompted by the tendency of the teacher to "conjure up an imaginary organism that does not exist." He points out that our students are children of "factory workers and farm hands who live simple lives on a low cultural and economic level, whose daily labor is uninspired, whose leisure is little above the level of popular commercial amusements and whose life is ordered by the elemental interests of family, church, and community."

It is difficult to reconcile Harap's analysis of the "normal American"

with Hiram Corson's advice to parents to "Cultivate in children a love of the beautiful in form, color and sound, dismiss business cares from their minds, and play with their children," in order to "vitalize and guide the instincts to bring the feelings into a healthy play and awaken enthusiasm."\* Although I have a thorough respect for the worth of this counsel under ideal conditions, it is not feasible because it presupposes an unreal relationship; the parent, "a factory worker or a farm hand" cannot encourage an interest whose value he either does not comprehend or believes relatively unimportant. Corson gives no answer therefore to his own valid criticism that "Children cannot give through their voices however well-trained they may be, that which is *not there* to give."

Aware of the fact that the current depression with its magnification of the inadequacy in the social, economic and emotional background of many of our students, has resulted in a home environment not conducive to the development of fine tastes, the immediate problem confronting the teacher of literature is to develop in the student an appreciation of literary values which will enable him to discriminate between works of pseudo and real artistic worth. Dr.

\*Hiram Corson: *The Voice and Spiritual Education.*

Leigh at a meeting of English teachers, at Julia Richman High School last year, did not meet the problem when he urged that young students be given free rein to read what they will. On the contrary, by inclination, children will wander along the paths of least resistance offered by "The Rover Boys", and books of equal calibre, and will blunder finally, at maturity, into the state of the listless devotees of Hearst and the Tabloids. Interests must be created and fostered before they may be permitted undirected growth.

The most complete answer to that problem, however, I found in an address given by ex-Professor Hicks at the same meeting as that addressed by Dr. Leigh, in which he advanced convincing reasons for adopting what he termed "The Social Interpretation Method for the Teaching of English Literature", as a substitute for the traditional methods with their stress on biographical details and unimportant items.

Hick's approach attempts to vivify a dull accumulation of facts by constructing, instead, a causal correlation between historical incidents and the author's literary production. He insists that "An author must be shown to have roots in the era during which he wrote," and that, "The author did not live in a vacuum". The keynote of that address was the important thought



that, "*Literature must not be remote from the lives of our students.*" Even for one not familiar with Hick's political leanings, it is easy to recognize the type of literature he respects. It is not the purpose of this paper to take up the cudgels for either side of the question as to whether our contemporary proletarian writers such as Langston Hughes, or Clifford Odets are producing better literature than did "defeatist" Maxwell Anderson in "*Winterset*", or "defeatist" Sean O'Casey in "*Within the Gates*", whether "*Stevedore*" and "*Peace on Earth*" are better plays than "*Deidre*", or "*Riders to the Sea*". Clearly, however, to approach the study of Sandburg's "*Fog*" in the manner suggested by Hicks would be a thoroughly wasteful procedure. It is necessary to recognize the validity of the doctrine of Ding an sich—the fact that certain types of literature are vital works of art within themselves, the expression of genius alone, and not the result of historical forces or the combination of genius and circumstance. Wherever possible, however, I accept wholeheartedly, and without reservation that part of Hicks's theory which demands that literature be taught to convey the closest relationship between it and life itself. Only with that thought as a standard can we, as teachers of literature, adequately cope with what is almost a constitu-

tional predisposition for students to dislike great literary works, added to the competing agencies such as the Radio, the Moving Pictures and the Tabloids which offer more entertaining types of diversion. How can this theory be worked out practically with "*Julius Caesar*"?

## PART II

Although the usual procedure is followed in familiarizing the student with the Shakespearean background and the Roman era about 45 B.C., the underlying motif of these introductory discussions is brought into consonance with the general purpose of the plan by reading such passages as Gummere's description of the Elizabethan as it is found on P. 23 and 24 of Introduction to Gummere's "*Merchant of Venice*" where the apparent analogies may be made between its habitués and those of the theatre gallery today. Slowly and carefully the students are initiated into the lore of Shakespeare and into the distinctive features of Roman Society on the eve of the Christian era.

We then proceed to ask questions of the following nature: What is a play, and how does it differ from a novel?

What kind of a play do you prefer?

In answer to this second question there will be an almost unanimous agreement upon the superiority of the realistic drama. The

ostensible stalemate results—Why study Shakespeare with his obsolete expressions, outmoded situations and antiquated characters? Point by point these objections are met. Language forms change. It is conceivable that in the year 2335 Publishers will be obliged to include glossaries and notes in editions of plays by our contemporaries. Within the 90 pages of "*Julius Caesar*" Shakespeare has told a story with a Universal Theme, a story that includes characters governed by motives similar to those that sway people today. It is precisely this grasp of the reasons for which people do things, the "Why" of human behavior, plus the ability to write about them vividly, that has made of Shakespeare the tremendously vital figure he is in the world of literature.

I suggest that we, as experimenting psychologists, test the theory just advanced, by spending about a week analyzing our "subjects"—here the characters in the play. Although specific assignments are given, notes need not be studied and the students are asked to read the play primarily for a grasp of characters as well as for an understanding of the story. For the latter purpose I require that each act be summarized in their notebooks. During the next week, the teacher must be an electrifying personality, able to reveal to his relatively unlearned Co-ex-

perimenters a substantial knowledge of current events, dictators, demagogues, politics, psychology—*life*.

It must be emphasized, however, that this article does not attempt to describe a chronological plan for the teaching of "*Julius Caesar*", but merely to point out some highlights of such a program.

Since the play is primarily one of character, discussion of character plays an important part. "During the reign of any Dictator," we ask, "what is likely to be the reaction of those people who are in the upper strata of society, who have either held office or who have been closely affiliated with affairs of state?" These people may be classified into the idealist, such as Doremus Jessup in Sinclair Lewis's "*It Can't Happen Here*," who resents the activities of the Dictator because of the evil wrought upon Society, and those self-seekers who find their political careers nipped in the bud. How is that situation clearly brought out in the play? The first type is Brutus, a very impractical nobleman, completely unselfish in his every word and move. He is the type who, especially if he were living in a country like Germany today, might very possibly be brooding over the fact that "The abuse of Greatness is that it disjoins remorse from power." (Act II, Scene i, lines 18 and 19.) Brutus is overwrought at the prospect of Caesar becoming the Dictator of a corrupt, ex-



travagant government, and is analogized to an impractical but unselfish contemporary of ours who, in his sensitiveness, is considerably hurt by the common situation in which a politician fraternizes with his constituents during his candidacy, promises scrupulous regard for honest government, only to forget his pledges after election, smiling upon corruption and lavish expenditure. Brutus's unwillingness in lines 114-140 of Act II, Scene i, to enter into any written contractual relationship with his fellow conspirators is further proof of his implicit faith in the truthfulness of men. In Brutus, has not Shakespeare painted a character who might have been a charter member of The Board of Philosopher rulers of the Platonic State? The fact that Brutus does not typify the modern business man is readily admitted, yet, because of the similarity with an important business problem that is facing Brutus in Act II, an analogy might profitably be made between lines 229-233 of Act II, Scene i, as spoken by Brutus to Lucius napping comfortably and with an easy conscience—add quotation marked I, and the modern business man's thoughts upon watching his secretary chew contentedly as she walks out of the office at 5 o'clock, with a smile on her face, a "News" under her arm, a \$20 pay-check in her pocket-book, happy as she looks forward to an evening of pleasure

at the movies. He, whose working hours have no end, and whose life is one of constant tension and worry, might reflect, "How untroubled you look—and how totally ignorant of an impending crisis that may topple me and consequently you!" Two men, centuries apart, and yet moved to similar thoughts.

The second type is found in Cassius, a politically ambitious revolutionary, anxious to rid Rome of Caesar, for his own personal advancement. We take time here to discuss the popular conception of the revolutionary who is caricatured as a haggard sallow-faced individual, with "Lean and hungry look", unable to smile and enjoy the frivolities of life. In Dictatorship of today, when the personality of one man dominates the public, the man who thinks is the harbinger of revolt. The absolute ruler requires blind obedience, not reasoned submission. It is therefore significant that Caesar, the Dictator, states: "Cassius thinks too much, such men are dangerous". (Act I, Scene ii, line 195.) One is not being intellectually honest with the student body if he fails at this point to discuss certain aspects of the ideology of Dictatorial states.

When we regard Cassius as the shrewd, self-seeker which he actually was under the guise of being an idealistic opponent of the evils of the regime, we cannot help

bringing to light his modern analogues, the Capones, and the Schultzes, who like Cassius employ dull-witted henchmen to carry out crimes which they plan, and who indulge in all the clever subtleties of the criminal mind. It is interesting to watch Cassius, who could easily have earned a comfortable living in 1935 by conducting a course in "How to consummate successful conspiracies in 10 easy lessons", inveigle Casca into an enterprise of "honorable-dangerous consequence" (Act I, Scene iii, line 124.) The entire passage from lines 41-130 of Act I, Scene iii, is worthy of very thorough analysis, and it causes us no surprise after studying the manner in which Cassius convinces Casca of how "Vile a thing" is Caesar, to find Casca the first one to stab Caesar, (Act III, Scene i, line 76.)

Although Cassius is respected as the "Master Mind" of the conspirators, certain other members of the group are not fools. Metellus, for example, in seeking to conceal the jagged nature of the group behind a virtuous front reveals a penetrating grasp of Public Opinion when he says, "Oh let us have him, for his silver hairs will purchase us a good opinion—Our youths shall be buried in his gravity." (Act II, Scene i, lines 144-149.) Do not age and high position lend weight and probity to any enterprise?

The finest illustration of ration-

alization, a fault common in every man is to be found in the central scene of the play, during the events immediately preceding the assassination. An excellent method of leading up to this procession of events is to discuss the present Ethiopian situation,—something of which every pupil is aware and in which most take a distinct interest—for the history of the events leading to the outbreak of hostilities in Africa provide pertinent analogies to the situation described in Act III, Scene i. Certain situations were developed which gave ostensible justification for the invasion. Ethiopia is a backward nation and requires the enlightened guidance of a modern power said the Italian ambassador in a radio talk, while pointing out the fact that the Ethiopians clung to the institution of slavery!

How is the same psychology used by Shakespeare? The conspirators made a request of Caesar which they knew would not be granted. "Oh so you won't grant us a little favor," they said. "Then suffer the consequences." But had Caesar yielded, they would have demanded still more, until a necessary refusal would have offered the pretext for the assassination. Thus did Bismarck, by means of a press release seek an excuse to inveigle the French into their own defeat, and thus do the nations of today dread "Incidents" which may light the "tinder-box."



In analyzing the character of Portia—(Act II, Scene i) there was general agreement to the effect that Helen Hayes would be an adequate Portia on the basis of her sincerity in such films as "Arrowsmith", and "What Every Woman Knows". She is typical of the enlightened and emancipated woman who takes a great interest in world affairs and who is honestly, deeply concerned with her husband's career and problems. Because of the social background of many of my students, we manage to make this scene more vivid by referring to the conversations between "Jake", and "Molly" during the popular Gold-berg Radio Hour. With necessary explanations they see how Molly's persistent questioning of Jake in order to help him, is similar to the situation here. Perhaps the clearest modern example of Portia is Mrs. Roosevelt.

Especially during these parlous days which find men of the Mussolini, Hitler, type firmly entrenched in their position, is it incumbent upon Speech teachers to utilize opportunities offered in "Julius Caesar", for a discussion of "Mob Psychology". Although in Act I, Scene i, some reference was made to the fact that by the use of *strong, colorful language*, commoners who had previously been jovial fun-makers now "vanished in their guiltiness" (line 67), we now proceed at length to explain the essential characteristics of the mob. Clearly the success of dem-

agogues lies in their ability to appeal to the emotions, the sentiments of the crowd, rather than to its reason. Is it not too often true that impassioned dramatic oratory will have more effect than a well-reasoned, restrained speech? This is essentially why Antony gets results, and Brutus does not. The importance of a good conclusion in their class speeches is magnified by reference to the fact that the mob is most impressed by what it hears last, in this case the words of Antony. We compare Mussolini's *specific* promises of tillable Ethiopian land, with Antony's *definite* promise of reward to the Roman people (Act III, Scene ii, lines 245-247) as distinct from Brutus's very vague offers (Act III Scene ii, line 47.) Notice how, with a mob, the concrete is very important (Act III, Scene ii, lines 173-201.) Does the demagogue's appeal to the emotions differ in any radical respect from Antony's?

Mrs. Letitia Raubicheck, in quoting from a talk delivered at an Atlantic City meeting of Educators, reports that one of the Speech Teacher's greatest potential contributions to society lies in his willingness to avail himself of the opportunity "to combat Fascism." What more interesting material with which to do this can be found than that in "Julius Caesar"?

#### PART IV

Before any oral reading can be essayed, complete understanding of

the material to be read is fundamental. We attempted to teach this understanding during the first week's discussion. Yet it has aptly been said that there is no real *impression* without some form of *expression*. Although Leta Stetter Hollingworth has said that, "Education cannot create, but can merely utilize such gifts as are innately present within the organism," there is some truth in the point made by B. Roland Lewis that "Most normal human beings are in more or less degree creative." By acting out the play there can be an overt expression of thought impressions which have been accumulated within the previous week, and students are given the opportunity to create their own interpretations of the various characters in the play.

We commence our second reading by imagining ourselves a group of actors competing for parts in a casting office. It is again urged upon the students that these characters are to be approached as real, live, modern people, who speak their lines in a natural, conversational style. In order to get exact meanings, students are told to refer constantly to the glossary and notes. On each day, a different student is chosen to help the teacher conduct the tryouts and to suggest changes in Emphasis, Phrasing, Inflection, Voice Production, and all other phases of speech work which have been taught as separate entities. We now naturally em-

phasize the strength and beauty of the lines by placing particular stress on the probable speech techniques employed by Antony and Brutus in the Forum scene. Dean Gildersleeve's recent statement deplores the fact that too many of our students are learning through the "ear" rather than through the "eye", would clearly have no application to a play such as "Julius Caesar" because here, speaking the lines is indispensable to complete comprehension and vivid appreciation.

To help motivate an interest in gaining exactness of characterization in the form of proper timing, and correct use of voice and gesture, students are asked to analyze scenes in which they include detailed directions to prospective actors of those scenes. As an instance, one student develops parts of Scene I in Act III as follows:

"The scene moves rapidly and with great tension. In line 7 Caesar reads with an air of superiority. In lines 13, 16, 17, Cassius reads in an alarmed manner. Brutus reads line 52 in a pleading voice which also contains a certain amount of sorrow," and so on.

Naturally, we do not fail to suggest that students keep constantly in mind professional actors and actresses who would probably be chosen for parts if the play were to be produced either on Broadway or in Hollywood. Daily, students are asked to write and eventually



read reviews, in which they simulate the content and style of daily play reviewers, by mentioning outstanding actors and directors as well as by offering constructive criticisms.

The eagerness with which students approached the reading of parts, the keen interest shown in attempting to produce exact meanings the heartening sign of youngsters actually feeling and thinking through problems, justify Dr. McDowell's statement to the effect that, "Dramatics offers a fine means of bringing out good speech conditions, because students can identify themselves with certain parts.

#### PART V

The concept of Education as a formalized procedure limited to the pursuit of certain intellectual disciplines has now been changed to fit more easily into Professor Kandel's theory of education as a "living, moving, changing thing." Consistent with this changed belief, the trend in our curricula has been toward an integration of the various subjects. The Speech Teacher who is content *only* with indicating the proper production of sounds, who is concerned *only* with

voice improvement should be "persona non grata" in the school system. Much of his efforts must lie in an attempt at unifying the student's intellectual background, through the medium of oral work, into a fuller comprehension of social phenomena. This requires clear, concise thinking, not divorced from phonetic correctness.

It has been the purpose of this paper to indicate how this may be done in the teaching of Shakespeare. It has briefly described certain passages which have been effectively used to impart a perception of the literary qualities of his works and their place in the intellectual picture. Reference was made to current events where the existence of dictatorships was found particularly significant in describing situations and characters in "Julius Caesar." Passages of great literary works were analyzed realistically without impairing their aesthetic value. The results obtained have led the writer to a firm belief in the soundness of his methods, and a desire for their widespread adoption.

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## LET'S HAVE GUIDANCE, MORE GUIDANCE

**T**HIS is a humble attempt to give a simple, but understanding picture of guidance.

Guidance is a process of intelli-

gent assistance given to anyone who needs it. This definition is a very simple one. I have purposely made it so. Guidance is not dicta-

tion, nor is it classroom instruction; nor is it a substitution for teachers' judgments. It does not consist in telling people just what they can or cannot do. It is not training in subject matter nor is it a subject "similar to mathematics, civics, and foreign language." Guidance is not synonymous with education, although it should play a very important part in one's education. It is not an act, but a continuous process. It is the systematic bringing to bear of all forces, for the welfare of the individual, so that he, through his own efforts, can develop himself, in all his relationships, to the highest capacity possible. It is based upon the assumption that in our modern complex society, students cannot, without aid, make intelligent decisions in many crises. Guidance does not solve the problem of the individual, but assists him to solve his own and to so train him that he can in an ever-increasing measure solve his own problems without assistance. These problems include occupational or educational plans, use of leisure, worthy home membership and proper adjustment to life.

Guidance stresses the abandonment of the doctrine of formal discipline and stresses the recognition of individual differences in persons. It belittles the studying of bare facts or acquiring few skills in school subjects unconnected with practical life, citizen-

ship, or leisure. It thinks of the careful selection of courses to save the individual from drifting, to help him make the best of his present and future possibilities.

Why is there this unusual stress for guidance in the school? Why have the Regents of the University of the State of New York included Guidance as one of the constants for all courses? Because there is a terrific need for guidance.

Everybody is aware of the fact that the higher school age limit keeps in school youngsters who have no special desire to be there. This population has increased the size of classes and caused the heterogeneous groups therein. Hence the necessity for an expanded and differentiated curriculum with which students must be acquainted. There is greater need to provide for students who are ready to drop out of school. They must be stimulated and encouraged to find work fitted to their needs and interests. Often guidance for this group necessitates a redirection, emphasizing personal adjustment rather than mere vocational fitness.

Parents do not know of the constantly changing curriculum in the schools, nor do they study their children to assure themselves that the daily lives and school courses of their children are suited to their individual abilities. They look to the school for help. The principal cannot know all his pupils. The teachers are respon-



sible only for those students who come to them for their one subject. There must be a specially trained counselor who has the time, facilities, and ability to make a more intensive study of each student and to examine with him his needs in comparison with his abilities, aptitudes and past educational achievement.

Why must we have a counselor in charge of guidance? "Is not every classroom teacher the one who bulks large in the life of the pupil?"

Certainly, the teacher bulks large in the life of the pupil, particularly if the pupil is failing in his work and tries to bluff, or become vociferous. Subject teachers are already overworked in their large classes trying to cover ground. They must pass as many as they can. They must prepare for Regents' examinations. They haven't the time to study previous records or find out from other teachers how well or poorly the student gets along in other work, or whether he eats or sleeps regularly or whether he has to do half a day's work before he gets to school for the morning session or what it is that is causing his poor emotional adjustment.

Even if every subject teacher did care to see each child successful in his work, he couldn't possibly stop long enough for all necessary inquiries. The individual subject teacher does not have the facilities

of an office where confidential interviews may be had, nor has he the physical accommodations for the filing of necessary records.

How does the counselor set to work to do his job? What techniques are necessary? Does the classroom atmosphere carry over into his office?

The counselor must have a great deal of information. He needs information concerning the student, such as a report of his attendance, his physical and intellectual condition, his family history and a record of success or failure in his school subjects. He should then have some information of the student's interests and general vocational plans. He should have a working library to enable the student to learn the requirements of colleges and industries. He should stimulate in the child a desire to plan, even though these plans may be changed later on. To help the student help himself determine his physical and emotional fitness for certain types of careers, to analyze himself, to direct serious planning and open to himself new avenues of interest—that is the task of the counselor. This task is accomplished through personal interviews, use of tests and rating scales, teachers' estimates, autobiography and general observation. The counselor may have three, four or five consultations before he can write up the case studies which coordinate all the data secured. Then

he sets to work to analyze the problem of the student. The counselor collects all the material from every available source, and considers in his entirety the boy and his great problem, after recognizing individual differences. Thus the counselor decides whether the student of high ability is working up to the maximum point, whether the failing student is not being overburdened, whether the student is ill or just lazy. The purpose of the counselor is to bring to bear on the individual student all influences which will stimulate and assist him, through his own efforts, to develop in body, mind, and character, to the limit of his capacity, and to help him find his work in the world.

In "Education as Guidance", Dr. Brewer meant that classes in regular courses in occupation should be included in the regular curriculum. Dr. Brewer's aim is to prepare the child for proper living through proper guidance in all the individual and coöperative activities in which a child is involved. "Through a task, a plan, and freedom", as described by Dr. Burnham in his "Normal Mind", Dr. Brewer proves that educators can and should teach healthy normal pupils to "organize, improve, and extend life activities and to select technical knowledge and that wisdom which is required to make these activities serve with proper effectiveness". Such activities,

whether they be to insure success in school, at home, in business, in the care of the person, or in recreation, should be emphasized through classes for the study of such opportunities and through individual counseling on individual choices and problems. Social trends, job analyses, chances for advancement in vocations, requirements for success in the job, are as important for classroom discussions as the teaching of the subjunctive or irregular verbs in foreign languages. These technical details are problems of research too easily forgotten. "Cultural standards, problems and opportunities of leisure, vocational information, everyday ethics, citizenship, methods of thinking, problems of industrial life, elements of a life philosophy, problems of home relationships must be rescued from the level of the radio talk, the columnist, and placed on a level equal to that of trigonometry, French, with trained teachers, textbooks," and the like. Group discussion of common problems will help make education the preparation to live a happy, wholesome life.

Can a subject teacher do all this work? To inform, to instruct, and to motivate is a teacher's job when it is applied only to a particular subject, but questions involving a knowledge of making satisfactory progress in school, working out home adjustments, behaving as good citizens, using leisure time,



deciding upon occupations, learning to get along with others—such questions of living must be decided either by the boy alone, or by his parents for him, or by the boy, his parents, and the counselor together. Our masters and dispensers of subject matter have no time to discuss such personal problems. Even if it were physically possible to do so (and of course, it is not), many teachers frankly admit they are not interested in any boy's particular problems. They are concerned with teaching him a particular subject.

Who checks up to see that there is a definite relationship between the courses the boy takes in school and his future occupation? Who sees to it that the boy is encouraged to use his inherited abilities and interests? Unless the boy does unusually poorly who cares to know whether he is dumb, sick, hungry or disinterested? Certainly not the average teacher!

Parents allow their child to select his school work with little thought or intelligent investigating. Parents have not the time or urge to get the necessary information, and therefore are generally ignorant of changing conditions in schools. Much is new since their day. Yet, do we not know that the layman trusts blindly in a guiding fate, hoping that his boy will work out his problem and that every thing will come out all right?

Yes, indeed, a special person must be available to handle this special work. This person should have teaching experience, be one who has shown superiority in subject teaching, but whose experience has taken him far beyond the four walls of the classroom. This person must show executive ability and superiority in pupil-teacher relationships as well as general handling of youth and adults. He must thoroughly understand his adolescents and have infinite patience and ability in order to gain his confidence. He must set up a program of orientation which helps the student adjust himself naturally in his new school. New entrants have many questions. The counselor, besides arranging for the courses of study, must almost anticipate the problems of this new environment and help the youngster become adjusted, get a feeling of confidence, understand the new subjects, the new methods of study, learn to budget his time for study and play, for carrying on his hobbies, and leisurely reading.

Every part of the school has its share in a successful guidance program. The principal is responsible for the entire administration and supervision of his school. The subject teachers arouse interests in their students and develop right attitudes in regard to their subjects. The section officers can help to check up failures by interesting themselves in their particular

group. The guidance officer is the liaison officer between all persons and places. He enlists all agencies to work together to help accomplish that worthwhile task of aiding students to help themselves to grasp the problems and relationships of all life's activities—including

ing the vocational, recreational, civic, moral, educational and social.

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## HIGH POINTS

### Literature and Life

WHENEVER I teach *A Son of the Middle Border*, I feel a distinct urge to make the loveliness of the home life portrayed a vital living thing, which will stimulate the pupils to appreciation of the importance of the home as a centre from which all good—or all bad—things emanate. Last year was no exception.

Just as we were in the midst of our analysis of the characteristics of Mr. and Mrs. Garland which made possible the success of Hamlin, an article appeared in HIGH POINTS called "Relief Work at Annex 48, James Monroe High School." It seemed to me most timely. The situations portrayed in that article are alarming and nationwide. Recently many editorials have appeared trying to prove that adult education is the only means by which the nation can be rescued from the ills which now prevail. To me this seems an anachronism.

Habits and attitudes built up through the years cannot be so readily reversed. I believe that the only hope lies with the girls and boys whose habits are still in the process of formation. Because I feel this so keenly, I presented to the pupils the various cases pictured in the HIGH POINTS' article, together with several others which I know of through a friend who has been interested in social work. To remind you of the article I shall quote two of the cases under discussion.

1. "In one home where the mother, abandoned by the husband, was living with two children in a dirty dark apartment back of a coal bin, the radio was going continually, the mother had good silk stockings and expensive orthopedic shoes, the older girl used lipstick and chewed gum. This girl could have stayed with the grandmother in the country but preferred city life."



2. "A father came to school. He said he was a World War Veteran. He did not produce discharge papers. He asked for food and carfare for his boy. We supplied them until such time as an investigation could be made. The home was visited several times but no one was ever there. Finally the father came to school in a towering rage and forbade us to visit the home. He appeared strong and able-bodied. He said, 'What do you mean by telling my boy to go out and shine shoes! I don't want him to go out on the streets and work and be a bum.' We told him we could not continue to give his boy aid if we were not allowed to investigate the case. The next day the mother came to school. She said that the husband had been adjudged insane after the World War, had been given a disability pension, and on this they had married and raised a family, which had since been entirely supported by charity."

Then each day over a definite period of time we gave our attention to two cases, trying to discover the basic causes and the remedies for existing conditions. It was very interesting to hear the comments and spirited discussions, which were better than the average lesson in argumentation, for the problems were real and within the comprehension of each and every one of the debaters. Always we kept in mind the home-life of the

Garlands and compared their attitude with that of the people under discussion. Finally the pupils were asked to write a list of conclusions at which they had arrived. I shall quote a few of these.

1. False pride is wrong. Honest work should never be looked down on. The Garlands seized every opportunity for honest work.

2. Cleanliness is usually possible. Soap costs less than lipstick and is necessary.

3. Money should not be spent for luxuries when necessities are lacking. The Garlands seldom bought luxuries and then only when they could pay for them.

4. Health, mental and physical, should be considered before entering into marriage.

5. The Garlands had discipline; therefore the children did what was right. Parents should control their children and force them, if necessary, to do whatever is best. The young girl should have been made to live with her grandmother where she could have had enough to eat. She should not have accepted charity.

6. The Garlands were not afraid of any work, however hard, providing it was honest.

7. The Garlands had a real home where affection and discipline existed. Therefore the children were willing to do what was right.

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### Informal Debating

We taught argumentation and debating in fourth term English classes at the James Madison High School. I usually tried to link this up with the literature of the term, in this case, the study of "Up From Slavery", and the questions arising from it. The informal debates were held as the culmination of their study of the Negro problem. Since by this time in the term the class had had several lessons in argumentation they understood the more technical side of debating, such as the proposition, issue, proof, definition of terms, and so forth.

The following questions were presented to the class:

1. Is the Negro inferior to the white man?
2. Has the white man benefited by his contacts with the Negro?
3. Has the Negro benefited by his contacts with the white man?

Each child was asked to choose one of these questions, the one in which he was most interested and about which he had or could gather the most facts. (Since all of them had already made and listened to reports on Negro life and the Negro problem, they had acquired some knowledge and ideas on this subject.) He was to answer the question chosen by "yes" or "no" according to his own convictions on the subject. He

was then required to ascertain and write down at least one important issue of his topic. Definite points of proof were to follow. In addition to facts culled from his own report and the reports of classmates, he could also use the Negro Yearbook, Encyclopedias, and so on.

The class was given about a week's time to prepare for these debates. Those choosing the affirmative and negative of each topic met to decide on a definition of terms. Usually I was consulted and suggested ways out of their difficulties.

One day was set aside for each topic. Sometimes the interest aroused was so intense that they asked to continue the discussion another day. The discussions aroused unusual enthusiasm among the students.

The procedure in class on the day of the debate was as follows:

All students who had chosen the topic for that day left their seats, the affirmative going to one side of the room, the negative to the other. All others were asked to remain in their seats until and unless they were moved to take part in the discussion. They were then to go over to the side with which they agreed. The debate then started. One student on the affirmative side stated the question under discussion, defined the terms used and then gave his reasons and proof for believing as he did. Any student on the nega-



tive side who could *disprove* his statements was then given a chance to reply. Disproof of the negative was then taken. The discussion continued. The teacher's job here was to make the students keep to the point under discussion, to call for new arguments and proof, only when argument given could not be refuted, to give both sides an equal chance to reply, and to draw out the shyer members of each side who frequently had good points but would not volunteer.

The chief value of this type of lesson lies in its power to make students think. It gives them an opportunity to take part in a directed argument, to discover their faults in thinking logically. Culturally, it helps them to develop a broader view of problems that they face now and will face more and more as they grow older. Prejudices, so deeply instilled that they form an unconscious part of the student's psychology, are brought to light and reasoned with. They are not usually crushed in one discussion but the very fact that they are exposed and held up to the light of reason, is a step in the right direction.

PEARL MAXWELL,  
Abraham Lincoln High School.

#### Reference Reading in the Science Classroom

The problem of reference reading is one which is constantly recurring in the classroom. My

aim in the following treatment of the subject is to simplify the problem of outside reading to such an extent as to make it a continual source of reciprocal aid as well as mutual joy and profit for both teacher and student. The procedures outlined below can, with but slight variation, be applied to the teaching of history and English or any other subject which depends upon supplementary reading as a classroom aid.

No teacher will deny the benefits to be obtained as a result of a wide reading in science. As a matter of fact, recent trends in science teaching have brought about a greater emphasis on reading, a condition which is due in part to a change in methods, and partly to the excellent reference material which is now available. Problems of reading which confront the teacher are largely on ways of getting the reading done, and of knowing and obtaining the books best adapted to the interests and age levels of the pupils.

Investigations show that extensive reading of scientific literature which is interesting to the student not only increases pupil achievement, but also stimulates the pupil to continue his studies in the higher grades. Such reading also contributes somewhat to the scientific attitudes of the pupil. Furthermore, extensive reading is necessary if one is to read intelligently the many articles on sci-

ence appearing daily in the public press.

There are many devices to encourage reading. Some of the following have already been used by many experienced teachers with varying degrees of success:

1. Publish, periodically, on the bulletin board, lists of new books, advertisements, and posters. It makes little difference whether these take the form of publisher's notices, newspaper clippings, or colorful wrappers of new books.

2. Provide a shelf (if only a one-foot shelf) for new or recent books.

3. Post annotated or mimeographed lists of books or magazine articles.

4. Occasionally, reserve a place in the lesson for discussion of scientific articles. At such times, bring in books, or book titles, dealing with the subject under discussion.

5. Keep a list of class registers, with a space provided after each name, where boys can fill in the title of the book which they have undertaken to read. Excessive duplication of reading material can be avoided by telling boys that only two or three of them at most will be allowed to read the same book, and that those who choose quickly will get preference. In better classes lists may be posted on the bulletin board.

6. Supply, to all students,

mimeographed lists of books on hand in school and public libraries which are suitable for classroom use.

7. Give extra credit to all who do supplementary or extra-curricular reading beyond that which is normally required of the class as a whole.

Reference reading can be made one of the most effective devices in motivation. It will be found of particular value in the following two respects:

1. In connection with the daily work—

- a. As an introduction to the new lesson.

What better way is there of motivating a lesson on "Disease" or "Germs," for example, than to ask boys to read to the class some of the thrilling events in the lives of the famous microbe hunters?

- b. As an outgrowth of the lesson—

Do not hesitate at any time to write on the blackboard the author and title of books which contain additional information on a topic which has arisen during the lesson.

- c. As a follow-up on a current topic—

The well-informed teacher will rarely be at a loss to supply names of interesting reference books to be read in connection with the newspaper clippings which are frequently brought to class by alert pupils.



2. As an incentive to pupil research (projects)—

Many topics associated with reference reading will readily flash into the mind of the experienced teacher. Here are some which occur to me as I write.

a. Biography.

1. Microbe hunters.

2. Vitamin hunters.

b. Conquest of disease.

1. Famous plagues—the black plague and the white plague immediately come to mind.

2. Disease as a geographical factor; we think of Asiatic cholera, African sleeping sickness, German measles, and so on.

3. Disease as a racial factor; susceptibility of Negro and Indian to tuberculosis; immunity of Indian to scarlet fever and of the Southern Negro to diphtheria.

c. Birds.

1. Bird migrations.

2. Birds of the Arctic.

3. Bird diets and how they affect man

d. Fabrics, textiles, clothing; and so on.

The stories of fur, leather, cotton, wool, silk, rayon, hemp, flax, and jute would make very interesting reading. Have boys bring in samples.

e. Nature in art and industry—

The following flash before me:

1. Floral designs, in books.

2. Blue eagle, in industry.

3. Dinosaur, Sinclair gas.

4. Lion, M.G.M. studios.

5. Wheat stalks, U.S. coins.

6. Greyhound, busses.

7. Whippet, automobile.

8. Bulldog, Mack truck.

The following items will be found helpful in instructing boys on how to read:

1. Tell boys to read both for pleasure and profit. Why be content with either alone when both together can be so easily obtained?

2. Instruct boys to make a list of unfamiliar words with the number of the page on which they appear. These should be looked up in the dictionary when time permits, as an aid to vocabulary-building and correct interpretation.

3. Advise boys to keep a list of interesting facts which they may later wish to recall for purposes of discussion, research, or reference.

4. Tell boys that a cultured person is one who is rarely at a loss for words no matter what topic is being discussed, whether it be politics, fashions, religion, science, art, literature, crime, restaurants, or the theatre. Extensive reading is the best means to attain this goal.

The following method for submitting book reports will be found most satisfactory and least burdensome for both teacher and pupil. The diagrams, I believe, speak for themselves.

Book Report  
of  
John Smith

Title: "Origin of Species."

Author: Charles Darwin.

Date of Publication: 1860.

My opinion of this book:

SHEET 1

Things I Never Knew Before:

1 ..... (p. 43)

2 ..... (p. 67)

3 ..... (p. 89)

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

SHEET 2

With respect to sheet 1, ask boys why the date of publication is of great importance in science reading. Why is the "Origin of Species" still widely read, whereas a book on vitamins or hormones dated 1920 would be practically worthless to the student?

In connection with sheet 2, other "catchy" titles, gleaned from

the newspapers, may be employed by students. For example:

a. Do you know that . . .

b. I never knew until now that . . .

c. Believe it or not . . .

d. Strange or curious facts . . .

Have boys give the page number in connection with each fact to facilitate future reference. I expect boys in elementary biology to record ten to fifteen facts, while in advanced classes I expect fifteen to twenty-five facts.

In conclusion, let me caution you that the surest way to kill a boy's incentive or desire for outside reading is to require him to read a textbook. Such books are for use in the class room only, or for study, and not for additional reading. Why resort to the assignment of textbooks when so many intriguing books have been written by such talented and fascinating writers as Martin Johnson, Frank Buck, Roy Chapman Andrews, Carl Akeley, William Beebe, Raymond Ditmars, Paul DeKruif and a host of others too numerous to mention individually?

Let me also add that although much of the foregoing material is the result of my own experiences in the science classroom, I have found "Science Teaching" by George W. Hunter extremely helpful in the suggestion of ideas relating to the subject.

JOSEPH SELKOWE.

Boys High School.



## An Experiment in History

About four years ago an experiment in the teaching of the brighter students in history in James Madison High School was started. In general, the experiment involved the ideas and some of the methods of the Morrison Plan, but has since been greatly modified. Three classes were started, two in American history and one in Modern European history. Since I have worked only with the European classes, this paper will deal only with that part of the experiment.

The first term, and for several terms thereafter, a booklet called "A New Approach to Modern European History," by E. T. Smith, published by the University of Chicago Press, 1930, was put in the hands of each member of the class. Since the first half of the work had already been covered the previous term by the students, the fourth section, entitled "How Modern Peoples Established Nation-States", was the one used first, followed by the fifth section, called "How National and Industrial Competition Led to the World War" and concluding with "How Modern Peoples Are Trying to Reorganize Human Relations". The rest of the booklet has never actually been used in my classes.

At first the procedure of the Morrison Plan was carefully followed: the overview, the working

out of the outline and the solving of the problems of each chapter or unit, but several objections soon became evident. The greatest of these was the amount of time that each unit took, and another the inability to cover the work of the New York Syllabus without some changes or additions. A third objection amounted to a limitation, that of the inadequate school library at that time.

These objections were all met and partly overcome during the second and succeeding terms, by omitting some of the problems, adding others more valid for our school, and obtaining some very fine books for the library.

Gradually more and more problems in the book were changed, more and more references added to suit our library facilities more nearly, until the book was entirely discarded about two years ago, for a mimeographed list of problems and references. The overview has also been discarded for several reasons, the greatest being the time element, and the outline is now only used on occasion in the classroom.

The second year a list of problems was made up, using those in the Smith booklet as a pattern and guide, but following our own order of topics. That is, a list of problems on each of four major topics was made—Democracy, Imperialism, the World War, and Peace. Since these reached a total

of forty-three, and our classes were then about thirty-five to forty, the work of correction verged on slavery. Hence, the problem work was greatly reduced by various methods. One term I made the total lower by allowing choice within the groups of problems, but soon abandoned this in favor of fewer problems, but on specific topics, with work on different topics in class.

Now, the procedure is a mixture of library work and class recitations in an endeavor to keep the best parts of each method. On entering the class, each student is given a list of problems, with some references and suggestions for each.

Unit 1, Problem 1, reads: "Show the connection between imperialism, militarism and nationalism."

Suggestions: Do not define these terms, but show their inter-relation in history.

References: Webster, pages 440, 441; Thomas and Hamm, pages 561 to 574; McKinley, Howland and Dann, pages 597 to 599; Hayes, pages 591 to 599.

Unit 2, Problem 1, reads: "The Congress of Vienna had many defects. Some of these were cured by the conference of 1919, although it, in turn, left several causes of possible trouble in the future."

Suggestions: Choose two major defects left by the Congress of Vienna that were cured in 1919, and then give two equally important ones left in 1919.

References: Webster, pages 227 to 234; 672 to 677; 289 to 294; McKinley, Howland and Dann, pages 306 to 321; 774 to 780; Hayes, II, Chapter XVII, and by topics; Encyclopedia Britannica, XVIII, 301 to 307; Robinson and Beard Readings, pages 386 to 375.

Then the procedure is carefully and fully explained to the student, so that he understands what is expected of him in regard to the problems. He receives a special library pass, and a sheet of instructions from the librarians as to the care and use of the books, and sometimes is assigned to a special seat in the library. Since one of the advantages of this course is training in self-discipline to a slight extent, up to this term perfect freedom as to places in the library was allowed with some degree of success. This term, however, the class met in a crowded period and seats were assigned to avoid confusion. The student is then cautioned as to his attitude towards the librarians and as to a special need for reliability of character in such a class. Then the nature of a problem is explained.



Because I like systematized work, I insist upon a definite form for the problems, with an introduction, definite connection shown between paragraphs, and a conclusion. In the second half of the term, the idea of the incorporated quotation and the use of marginal references by book and page are introduced. Then the classroom procedure is explained. Each student must have a notebook for class work, with each lesson dated, for quick reference at review time. The class work before Mid-term is on a separate topic from the library work, but after Mid-term the work is dovetailed with the problem work. The problems may be kept in the same notebook or in a separate one. In this way the same work that other history classes do is done, but in a vastly different way.

There are signal advantages to this method for the student:

1. It familiarizes him with many books. If the books listed for reference are not available, he is supposed to look for one himself. He often finds one he prefers to those used.
2. It gives him an idea of the many books that exist outside of the single text he has for home use.
3. It forces him to use references that are valuable, like clip-pings, encyclopedias and atlases, but which he might ordinarily not trouble to find.

4. By taking rough notes from at least two sources and then using these notes to answer one problem, he learns to organize material in his own style.
5. By using quotations, he learns the value of acknowledging the work of another in expressing his ideas for him.
6. He also learns some small amount of independence, for he can do the problems at his own speed and hand them in for correction at any time.
7. By having his work corrected and returned to him soon, he can immediately profit by his mistakes when doing the next problem. Individual corrections make him more keenly aware of his own faults rather than general class faults.
8. He learns to take care of himself in the library, and when the teacher is otherwise occupied.
9. He benefits by the work of others, for he is always at liberty to see another's work, and to discuss it with him. He is sometimes referred to another's work by way of example.
10. Then he is not deprived of the advantages of recitation work, nor is the recitation work a repetition of his written work.
11. He can plan his lessons ahead, and complete his history work

in advance of the time set, if he is willing to work harder.

There are also some disadvantages for the student in this method of work, but they are not insurmountable:

1. Unless the group is carefully picked on a scholarship basis, just writing out answers to problems will not be enough of a drill for some students.
2. If the group is large, the correction will not be sufficient to catch all of his errors all the time, and he will suffer the consequences.

There are many advantages in this method for the teacher:

1. There is the joy of teaching an "overprivileged" group, where many minor difficulties never occur.
2. There is the pleasure of actually seeing progress in a student's work, because of the amount of each student's work actually corrected in the progress of a single term.
3. There is the ability of getting to know the students a little better because of the greater ease of discipline and the many opportunities for observation.

The disadvantages are also many for the teacher:

1. In a large class of thirty-six or seven, the amount of cor-

rection becomes burdensome in the extreme.

2. If the students are not carefully selected as to advisable personal characteristics, the opportunities for poor behavior increase in such a class.
3. If the period for the class is not carefully programmed, interference with the library work by outside agencies like meetings in the library and marking period work done in the library become a source of endless annoyance.

There are some special problems that arise with reference to these classes:

1. Selection of the children for the classes: At first it was thought advisable to try to select material for such a class from three classes of the lower grade which had been watched for a term with such selection in mind. Now, all teachers are asked to hand in the names of likely candidates, not those who want to volunteer, but those who show capability for it by being able to take all their work in their stride, and history in particular.
2. The work of the teacher in the Library and in the class: In the classroom, the work is done in the usual ways, outlining at the blackboard, recitations, discussions, but few



written lessons, if any. I have had to make ground rules, separating class work from library work, to obviate endless discussions on the problems. One rule is not to return problems in class, if it can be avoided, but to collect and return them and discuss them individually all in the library lesson period. Another rule is not to discuss happenings in the library that do not pertain to the class lesson in hand. In the library, the time that can be devoted to correction of problems is fractional indeed. The attendance must be taken, questions answered, advice given and problems collected and returned.

3. The question of Regents' review: Many children worry about their chances of passing the Regents' examination, and since the class is often full of scholarship material, the members want not only passing but rather high grades. There has never been a failure yet in one of these classes, and their ratings are often very high. They must review by themselves to a great extent, as seldom can more than two weeks be allowed for review. These classes show remarkable prowess at answering questions after spending so much of their time in writing answers all term, and they seem

to enjoy the facility they have acquired.

4. College training: Many former students, returning to see us, tell us of their successes in college written work, and comment on the training afforded in these classes in regard to the use of books and organizing material.
5. Coöperation is indispensable: Each class has been different in the problems it itself has offered in management and control. In some there is no evidence whatever of friction with the library staff over books, while others do a great many annoying things, like hiding books that they expect to want later, and forgetting to return books on time.

This has been a very valuable experiment, indeed, and if it were to be abandoned now, its place could not easily be filled. Despite the work that it undoubtedly is to the teacher who has a full five-period teaching program, because of the individual character of the work of correction, its many excellent characteristics make it too valuable to be cast aside without thought of the brighter students who benefit from it to such a degree. Without the aid, advice and assistance of the head of department, it could not be a success at all.

ELLEN M. O'CONNOR.  
James Madison High School.

## On Becoming a Teacher

Dear X:

I got your card last week, and for a few happy moments could not understand it, thought you did but jest, was sure you had both the name and the license wrong—as I am not a substitute, but a teacher-in-training after all—and then opened a letter from home with full confirmation of all you hinted. The final touch of grim irony, however, was not borne in upon me until last Sunday, when somebody here unearthed Wednesday's paper, with the published list in it, and I saw myself in print, actually first. Dear God in Heaven! I supposed that you meant I was ahead of all our B. C. C. C. N. Y. W. D. alumnae, for I never dreamed the whole truth. And if you really want to know how it feels, as I'm sure you don't, I'll tell you. I am aghast at my own cleverness (who would have thought the old fool to have had so much blood in her?), surprised, tickled as to my vanity, properly humble upon graver reflection, and deeply touched and grieved by the mysterious way in which God works his wonders to perform. For, ungrateful and unimprovidential as it sounds, I swear by all I hold sacred, I do not want to be a teacher. I don't, I DON'T, I DON'T!!! It seems odd of God, odd and unnecessarily dictatorial, to make my destiny so plain

before me, and before everybody else who cares to look—so severely plain. I feel like Cassandra, reading the whole book of my life unrolled before me at the very beginning. I shall be an old maid. Mark my words. I shall be a crabbed spinster. I'll get into a school where the only men are the janitor, the principal—aged sixty-two, and twice widowed, and the head of the Science Department, who was horribly mutilated in the Spanish-American War. I'll hate it for a few years, and then I'll grow ambitious to be the acting head of department, and then I'll learn to love my work, and feel the call, and read the Leech-Gatherer and Expostulation and Reply with feeling. I'll start to make speeches at the beginning of the term about the Student's Debt to the City of New York, How to Use Textbooks as a Careful Citizen Should, The Importance of Two-Inch Margins (on both edges of the paper), and so forth. I'll discover a soul-mate in the French teacher who adores Joan of Arc, and we'll spend our lunch hours together, calling each other "girls," as the silver threads encroach upon the gold. I'll read little papers of my own at conventions every other year: How to Make Macbeth a Part of the Student's Life; The Educator—Scientist or Artist? I'll encourage my good students to be English majors in college, pointing with pardonable pride to my own career as



the model to which they may aspire. I'll invite my classes to tea in my apartment during the Christmas vacation, and give each girl a little trickle calendar as a gift. I'll get much, much fatter. I'll stand on my dignity. In my fortieth year I'll make a pilgrimage to the Home of Literature, and spend ten minutes sitting silent in Shakespeare's chair, and feeling his mantle fall upon my spirit. I'll arise and go forth with a strong renaissance of the poetic spirit, that will express itself in eight lines of a sonnet, entitled "Swan of Avon." I'll start a book on grammar and composition. I'll die perfectly content with my achievements. Sixteen of my students, clad in white, will carry the coffin twice around the school block while the Glee Club sings Alma Mater. Two impressionable freshmen will cry. One girl will sigh with relief. The rest will be glad of the interruption of their school routine for a brief moment.

R. I. P.

### Extensive Reading in Second Year French Classes

To encourage extensive reading in lower-term French classes, I tried and found successful the following scheme:

In addition to the text to be read in class, I distributed (last term, and again this term) another easier book, and spoke to the class somewhat in this way:

"This is a book for you to read in your leisure time when you would ordinarily read a magazine or a library book, or turn on the radio. I would like you to be able to read French for your own enjoyment, just as you take up a book written in English. Read this book whenever you have spare time and write in English a summary of each chapter, telling the story as briefly as possible. Hand in to me the summary of two chapters at a time, as you progress with the reading. You will be required to read a certain number of chapters by the end of the term. If you wish, finish the book as a volunteer assignment, reporting your progress in the same way. Extra credit will be given to students who complete the book."

Reports began to come in the very first week of the term. I made it a point to comment favorably upon this prompt beginning of the work. By the end of two weeks all but half a dozen students had begun the outside reading in all classes, and after three weeks, more than half the students had completed the required reading and were continuing the volunteer assignment.

The books used were: in the third term, "La Tâche du Petit Pierre" from Holzworth and Price's *Beginners' French*, in which the required reading was twenty chapters of a total of forty-three; in the fourth term, Cochran and

Eddy's "Pierrille," in which the required reading was six chapters of a total of eleven. (A single chapter at a time was to be reported on in this book.)

Reports are very easily checked; five minutes of a free period suffice to glance over all the reports handed in on any one day, and to note on the Delaney card the numbers of the chapters read. The reports are not rated; they are accepted if they show that the student has read and understood the story. In only one case the written summary showed a lack of comprehension and was returned to the student to be rewritten, after a more careful rereading. Reports accepted are destroyed immediately after being checked.

This plan of assigning extensive reading aims to take reading from the province of the daily task and make it a leisure activity, recognizing the fact that the written summary prevents it from being entirely a recreative occupation. Allowing the student to time the reports as he pleases is designed to develop a leisure activity attitude. It also has the advantage of allowing each student to progress at his own rate. The purpose of requiring that only half the book be read by all is to place an easily attainable goal before everyone, and to let the students savor the pleasure of doing work not required, that is, to induce the leisure activity attitude. The hope that the inter-

est engendered by the required work would stimulate the continuation of reading seemed justified, since last term more than half the students finished the book, and this term indications are even more promising.

It is important that the book assigned for extensive reading be somewhat below the level of the student's intensive reading ability. Assurance is developed, practice in reading is obtained, and the student is encouraged to read more if he can absorb the meaning easily.

I knew the device was successful when students began to come to me after class, asking for another book to read after they had completed the one given to them.

SARAH WOLFSON.

James Monroe High School.

### Functional Method in Pitman Shorthand

A very wise swimming teacher gave this comprehensive piece of instruction to her class, "Plunge in and kick, kick, kick." She might, of course, have done what a great many traditional-method teachers do in their stenography classes. She might have started off by teaching the correct method of using the arms. After that had been practiced and learned, she would teach the correct method of using the legs. After both of these motions were learned separately, she would expect the class to use the proper coördination between the



arms and legs and just swim away. When a class is taught by such a method, the students learn to swim in spite of their instruction.

So it is in the traditional-method stenography class. The teacher places her emphasis on isolated words and isolated short forms. Sometimes, if the more advanced traditional-method teacher writes out five or ten sentences which are used in class, she feels that she has done her job extraordinarily well. Traditional-method teachers still think that taking dictation is just a matter of learning words and forms in isolation and afterward putting them together in a sentence which has meaning.

One of the main objectives in teaching shorthand is to develop an automatic response to the spoken word. Thus, in taking dictation, the mind has no chance to pause for conscious reflection from word to word. As a matter of fact, the student should be taught to write without any focal consciousness of the words themselves. By drawing the attention to the individual words in isolation, the traditional-method teacher throws the objective of teaching shorthand out of focus and actually *inhibits* the class from taking dictation with any degree of fluency and ease.

Contrary to the accepted notion, the functional-method teacher does develop the underlying principles of the shorthand system. Each lesson has a motivation and leads

from the apperceptive basis to the presentation. But, instead of presenting the system logically, the functional-method teacher presents it psychologically. For instance, instead of teaching the circle "s" to curved strokes, straight strokes, initially, medially and finally in one lesson, the lesson is broken up into smaller units and each unit is taught through the medium of a series of letters.

#### LESSON PLAN ON CIRCLE "S" TO CURVED STROKES (initially and finally)

##### Motivation:

1. Prevalence of English words beginning and ending with the sound of "s".
2. Plural of words end with the sounds of "s" and "z".
3. Necessity for a shorter means of representing "s".

##### Apperceptive Basis:

1. Use of Alternate forms: saw, say, so, us, etc.
2. Use of abbreviating devices throughout the text.

##### Comparison and Contrast:

1. Vowel Indication: Two forms of "r".

##### Presentation:

1. Illustrative words showing circle "s" at the beginning and end of a word—to curved strokes only.  
safe

seen  
face  
sense  
phase  
scenes

2. The following short forms are studied:

several  
something  
influence  
myself  
himself  
impossible  
improvements  
those  
this  
thus, these

##### Application:

The following letter is read from the shorthand plates by a student and is then dictated to the class by the teacher. The books remain open on the desk:

1. Thomas Moss  
1200 Seventh Avenue  
New York, N. Y.  
Sir:

*Several-months-ago you wrote asking me to influence Samuel Long to sell his Century Safe to-you. Since these safes are out of-date and are the wrong size and shape for a small office, I would advise you to buy a safe similar to-the type I-have in-my-own office.*

*My safe has all-the new improvements and when-you come to-my office you-can see it.*

Yours  
WRIGHT SAFE-COMPANY.

month<sup>1</sup>: months, several-months, several-months-ago, five-months-ago, this-month, in-a-month's-time, for-this-month.

After the preceding letter is read from the shorthand plates, dictated to the class and read by a student from her own notes, the following letter is read from shorthand plates by another student:

2. The Century Mills Company  
Seller and Smith Avenues  
Dubuque, Iowa

Sirs:

*Thomas Samuels came into this office several-times this-month to see-the lease for-his new office. Each time we showed him the lease he saw something else wrong with-it. This-time it seems to-be-the hinge on-the sliding door.*

*If-he-wishes to move into this office on-Monday, he-will-have to sign-the lease today or tomorrow.*

Yours

ACME SALES COMPANY

thing: anything, nothing, something, things.

3. After the second letter is read from the shorthand plates by a student, practiced by cumulative drill method, it is dictated by the teacher and then read

<sup>1</sup>Intersections for month, company, manager, hundred, etc. are introduced and used from the beginning of the course.



back from the notes by another student. A third letter is given to the class. This letter appears in longhand and is to be transcribed into shorthand:

James Adams  
Salem, Mass.  
Sir:

I have read your famous "News Items" for many years in "The Times". If these items are put into a book, I know they will sell.

If you will come into my office at 472 Seventh Avenue On Monday at 2 p.m., I will give you the details.

Yours,  
SINGERS' BOOK COMPANY  
Sales Manager  
fame: famous, famously, infamous, infamously.

#### Generalization:

1. Circle "s" is written inside a curved stroke
2. It represents "s" at the beginning of a word. It represents "s" or "z" at the end of a word

Just as the swimming teacher controls the depth of the water by having her beginning class plunge into shallow water to do their kicking, so the functional-method shorthand teacher controls the connected matter which her students write and read and sees that a good

proportion of the words are based on the principle and the Thousand Commonest Words.

Analysis of Dictated Matter  
on  
Circle "s" to curved strokes  
initially and finally

Letter	Number of Words	Com- posite <sup>2</sup> List	Illus- trative Words
1	79	75	26
2	69	66	26
3	56	50	20
	204	191	72

By the functional method of having the class "write, write, write" and "read, read, read," the point of primary importance is the fact that the pupil is launched on his stenographic career by reading and writing thought content instead of being allowed to become accustomed to words in isolation. In this way, a usage sense of words and forms is built up, but the words are always sensed in their meaning in the sentence and not as abstract words. The class learns

<sup>2</sup>Composite List of Thousand Commonest Words includes the lists compiled by Horn, Thorndike, Ayres and Harvard.

94% of the words dictated were based on this composite list of Thousand Commonest Words.

35% of words dictated were on circle "s" to curved strokes initially and finally.

to read content and picks up word and form meanings from the context.

JEANNETTE ANDERSON.  
Bryant High School.

#### French Plays for Assemblies

French plays are often given in the high schools for assembly programs. We hear teachers say that such and such a play "went over big," to use the parlance of the period. I have often wondered just what is considered "going over big." Is it the fact that the costumes were excellent, the music good, the audience, under the watchful eyes of teachers on duty, attentive? Do the teachers directly concerned in the direction and coaching of such plays ever ask themselves to what extent real appreciation is achieved on the part of the high school audience? Do the plays leave an impression of cultural value aside from the element of pure entertainment?

Many years' experience in the coaching and writing of plays for assemblies has brought me to the conclusion that a play all in French is wasted on the high school audience. True, some comic scenes involving slap-stick comedy will induce laughter; but even slap-stick technique has a significance in French plays, and without a thorough understanding of what is really going on, a false impression of French comedy is created. Some

people argue that most students have had a year or two of French and that helps them to understand. A year or two, or even three years of French is never sufficient to get a good grasp of spoken French rendered at the speed necessary in dramatic art. Teachers of French of many years' experience know full well that even they don't grasp all they hear at professional plays or movies.

To my mind there are two types of plays that can be produced with real value to a high school audience. The first is one in which there is a good deal of English. "L'Anglais tel qu'on le parle" is about what I mean, although even that has its limitations. I have produced this play by translating into English a few of the scenes in order to create a better continuity. Plays of this kind can be easily written by teachers by taking their travel experiences and knitting them together with some sort of plot. French and English of course should be used. Thus, some years ago we produced a play based on such experiences and observations abroad. This play we called "Deux Américains en France." I lent the manuscript to a number of high schools in New York City, and in each case the report was that the audiences understood and followed intelligently the action. Reports indicated that the play was highly entertaining and instructive.

Variations of the interpreter



thème can be used to great advantage especially when combined with our observations of American tourists who do not know the foreign language. Their contact with customs inspectors, store-keepers, waiters, and taxi-drivers is a fruitful source of comical incidents in which English is shown "aux prises avec" the foreign language.

The other type of play I have in mind is the French classical comedy in English translation. Thus: Molière in English translation, as a contribution of the French Department on French Assembly Day. Why not! This is an unusually valuable activity. It introduces the audience to one of the outstanding names in French Drama and literature, it offers entertainment of a high order, it presents a picture of costumes and manners of an age in French life that was replete with interest. The slap-stick element in Molière borrowed by him from the nomadic Italian troupes of the "commedia dell'arte" will reach the audience in its true significance, aided by the fact that giving the play in English provides understanding and continuity. I do not mean to say, of course, that nothing is lost in translation, but certainly enough is retained to give the spirit and the purpose of the author.

There should be a French, Spanish, German and Italian day in every high school once a term or once a year so that students will

learn to look forward to that day as one of purposeful entertainment.  
I. A. SCHWARTZ.  
S. J. Tilden High School.

### The Light Verse Club at James Monroe

Most schools have a Poetry Club, but why shouldn't they have a Light Verse Club too?

At James Monroe, a week which is known as Doctrine Week is put on the calendar each term. (*The Monroe Doctrine* is the name of our student magazine.) During this interval the teachers of English solicit contributions from their pupils. It is unnecessary to say that a great many of the articles, poems, and short stories as presented are unsuitable for publication.

I noticed at the time that about half of the material that I received were feeble attempts at versification. The verses were defective in every conceivable way—in theme, structure, rhyme, and rhythm, among others. Some were essays at humorous poetry, but these all fell flat because of numerous complications. Ordinarily, these manuscripts are disposed of quickly—and the literary efforts of these would-be rhymesters for the remainder of their school careers are entirely confined to the production of themes for their English classes. The would-be poet experiences the same fate.

It occurred to me that a literary outlet might be discovered to bene-

fit these neglected pupils. Therefore, a Light Verse Club, which meets after school hours one day each week, was formed for the purpose of reading, writing, and revising light verse. After canvassing the school for members,—the club convenes too late for the juniors and seniors to attend, although two individuals wait three periods for the meeting—about sixteen students appeared at the first session. After five regular meetings (but let me add that the members are invited to drop their poems in my letter box at any time for criticism), and starting with practically no "literary talent," I have succeeded in obtaining limericks of this calibre:

Ann often ate apples in bed;  
She lay and she ate and she read.  
On one Tuesday night,  
She took a big bite,  
And swallowed her fingers instead.

The following one was written by a fourth term student.

There was a sax-tooter, a pest,  
Who gave the poor neighbors no rest...

But he tooted one night  
A bit louder for spite,  
And blew off a part of his chest!

I have also received a number of good verses from students who had no notion at all about the technique of prosody. The subsequent rhyme came from a third term girl who, though she confided to me that

she prefers "heavy" verse, had submitted two poems on serious themes which were clear cases of "metricide" from the first to the last line:

### PORTRAIT OF THE MODERN YOUTH

He wears his trousers round his chest;

It's style!

He always seems so overdressed;

It's style!

Whate'er he'll find

He'll smoke (Don't mind):

He's unrefined.

It's style!

He swaggers with exceeding grace;

It's style!

And sometimes (sheik-like) pats your face;

It's style!

He flirts and winks.

He says he drinks

(Because he thinks

It's style!)

He'll tap-dance with surpassing skill;

It's style!

And say: "Oh, boy! won't this joke kill!"

It's style!

He speaks with ease.

He skaps his knees;

And uses every chance to tease.

(Dear Reader: understand him—please!)

It's style!

Her serious poems, which are very promising, are now metrical.



What do you think of this triolet which was written by a seventh term pupil and handed to me on the day after we had studied this difficult fixed form?

#### DECEIVED

The dentist looked tame,

So I sat on the chair.

When he called out my name,

The dentist looked *tame*.

But whom shall I blame

That I needed a pray'r?

The dentist *looked* tame,

So I sat on the chair.

At first, it was only after much suggestion and laborious revision by me that I could get the pupils to see why their treatment of themes was ineffective. But now even the most immature of the group can sense a rhythmical fracture. That "the ending is weak" is a frequent criticism.

The method that I employed is simple. An original "atrocious" was copied on the blackboard. Almost all the members were able to see that there was "something wrong with it." None, however, could point out the specific ailments. I said: "Let us examine the skeleton of the poem." I scanned the first line using undulating curves; and writing the accented words and syllables on the crests, and the unaccented on the troughs. The first line happened to have been written in iambic tetrameter. In a sing-song voice, I read the line, stressing the word

or syllable on the crests of the undulation. Then we all "sing-songed" it. But when I asked the group to apply the same rhythmic reading to the next, they all smiled. Here I indicated that this line should have followed the same pattern. The group worked hard, and they succeeded in revising it. As an assignment for the next meeting, each pupil was to make the rest of the poem metrical.

The club enjoys itself immensely by reading aloud the humorous poems which they clip from F. P. A.'s column or H. I. Phillips' column. When a fixed form, like the triolet or limerick, is encountered, many poems of the type are read. On the following week, original exercises in this metre are presented to the group and criticized. Of course, the pupils are most eager to recite their own.

I should like to indicate at this point that many salutary results have become manifest. These pupils have a greater respect for poets and poetry than they had before. Because of their practise in revising verses (they actually enjoy re-writing!) and their cognizance of the dictum: "Do not 'drag a rhyme in by the hair of the head' and do not stuff in a word for metrical smoothness," there has been a definite improvement in their class room themes; for, their words are chosen with more care, and some of their lines and phrases are frequently deleted and revised.

But, before concluding, I should like to mention the problem of motivation which is as important here as in the daily recitation. The group offered their services to the seniors for the "Red Letter Day" exercises. The seniors have gratefully accepted. In less than a half hour through the concerted efforts of each member, two good stanzas (the words, à propos of school experiences, were modelled on the "Buttercup Song" of W. S. Gilbert) were produced on the blackboard. But I find that the best motivation is the promise of publication in our school newspaper. A few have already been published in the *Monroe Mirror*. The four which have been quoted in this article will follow shortly.

Why not form a Light Verse Club?

LEONARD K. SCHIFF.  
James Monroe High School.

#### First Term English

I used part of an English period to make the pupils 'word conscious' and to show them how to develop and make use of a wider vocabulary. Because the pupils constantly used the word, "said" in their written work, I took a hint from the "English Journal."

From a pupil's work, we took the sentence:

Helen said, "I'll never talk to her again." From this we went to:

Helen stated

" screamed

" declared

Helen notified

" announced

" reported

" whispered

" shouted

" exclaimed

" ejaculated

" informed

etc.

These words were supplied by the pupils, not by the teacher. In each case, we brought out the change the verb made in the meaning of Helen's words.

After I felt that we were beginning to overwork Helen, we turned to a poem that I had previously written on the blackboard:

#### THE RAILWAY TRAIN

By

Emily Dickinson

I like to see it *lap* the miles  
And *lick* the valleys up,  
And stop to *feed* itself at tanks  
And then prodigious, *step*  
Around a pile of mountains,  
And supercilious, *peer*  
In shanties by the side of roads,  
And then a quarry *pare*  
To fit its sides and *crawl* between,  
Complaining all the while—  
And so on.

We worked on each of the underlined words, put other words in its place, and finally came to the conclusion that Emily Dickinson had chosen the best words to convey the pictures she wished to paint for us.

Since then, in oral expression les-



sons, many pupils have said of the speaker, "Wouldn't it have been better to use this word instead of that one?"

P. SURREY.

Abraham Lincoln High School.

### A Suggestion for the Oral English Day

The question of what topics to choose for the weekly oral English day often becomes a vexing problem to the teacher of English.

Dissatisfied with the method of choosing random and disconnected topics each week (or, worse yet, allowing students to speak on whatever subject pleases them, the result of which is a complete hodge-podge), the writer evolved a plan, which, though simple, has the gratifying effect of unifying the work.

Each oral English day is given the dignity of a name. Thus, one week it is "Music Day," and the speakers of the day are permitted to talk on any phase of the general subject of music. Accordingly, one talk may be on the origins of jazz; another, on the development of a particular musical form; another may be a biographical sketch of a famous musician; still another may be a rapid survey of the history of music; another may consist of an enumeration of interesting and worth while musical programs on the radio, and so on.

The class is organized into groups with a chairman for each week, and while one group does the talking one week, the rest of the class serve as critics and audience. The chairman of the day, on entering the classroom, writes on the front board the name of the particular day in huge letters, and he makes an introductory speech discussing the subject generally before presenting the speakers of his group, each of whom is required to hand in his special topic to the chairman at the beginning of the period.

Other weekly "Days" during the term may be "Movie Day," "Science Day," "Hall of Fame Day," "Sports Day," "Book Day," "Leisure Activities Day," and "Social Problems Day."

One advantage of this method is that it solves the problem of searching for homogeneous topics; another is that the unification resulting from the simple device of giving the day a name produces a tighter, smoother oral English lesson.

JESSE GRUMETTE.

Abraham Lincoln High School.

### A Method of Securing Carefully Prepared Homework

Every teacher knows how difficult it is to have the students bring in carefully written prepared homework. After many different experiments I have found the following method fairly successful:

On the first day of the term I give these instructions:

1. All homework must be done in ink.
2. It must be absolutely complete.
3. The whole date, including all numbers, must be written out in French words.
4. It must be in a loose-leaf notebook.
5. All French notes, both homework and classwork, are to be kept together in one section of the loose-leaf book until the end of the term. It must be available to show to the teacher at any time.

At the beginning of each lesson, while the secretary calls the roll, the president and vice-president of the class (good students of course) quietly go around the room and inspect the homework. They make those students rise, who did not bring in the work or who did it carelessly. To each of these I hand a card with the following printed formula:

BRYANT HIGH SCHOOL      DATE \_\_\_\_\_  
I did not prepare my homework  
for today because \_\_\_\_\_

CLASS \_\_\_\_\_ NAME \_\_\_\_\_  
If the work is there but does not  
come up to the standard the word

"properly" may be inserted before "prepare."

I explain in class that it may happen of course that a student has a valid excuse. He may then state his reason.

I collect these cards and keep them on file. If the offence is repeated several times without a good excuse, I take these cards to the grade adviser and have a parent come for a consultation.

The results warrant this extra work. After three or four weeks, lack of homework causes no trouble.

FRIEDA A. LEVI.

Bryant High School.

### Teaching Literary Appreciation in a Third Year French Class

To the young foreign language teacher, fresh from college courses involving a subtle appreciation of the finest in classic and modern literature, the sudden change to the banalities of the typical second and third year language reader comes as something of a shock. Shall our students leave their foreign language studies believing that "La Tâche du Petit Pierre" represents the finest flower of French civilization? The stock reply is well-known: the best in French literature is too difficult, linguistically, for the majority of our students, and therefore we are obliged, regretfully to be sure, to offer the student only reading matter that he can comprehend.



While this assertion is true of the vast body of French literature, still a persistent search in untrod- den ways will uncover gems of literature that are sufficiently simple for the average student, but that offer more, philosophically and perhaps esthetically, than the usual third year reader. In this way, a somewhat "enriched curricu- lum" may be provided for aca- demic-minded students.

The three units in literary ap- preciation described below were offered to a fifth term French class last semester. The interest dis- played, as evidenced by the lively discussion accompanying each les- son, and the heightened apprecia- tion for the worthwhile in litera- ture (intangibles which cannot be measured by standardized tests) fully justified the experiment, in the opinion of the writer.

The first two units were pre- sented independently. (The selec- tions and exercises were given to the students in mimeographed form.) The third was used in connection with "L'Abbé Con- stantin," the grade reader.

#### UNIT 1.

*Lesson 1.* Reports by students (in English) on

- A. Life of Anatole France;
  - B. Ideas of Anatole France.
- (References were sug- gested by the teacher.)

*Lesson 2.* Study of selection and exercises.

#### Clopinel

*M. Bergeret, professeur à la Sor- bonne, et sa fille ont rencontré dans la rue un mendiant, Clopinel. Après quoi M. Bergeret dit à sa fille:*

Je viens de commettre une mau- vaise action: je viens de faire l'aumône. En donnant deux sous à Clopinel, j'ai goûté la joie hon- teuse d'humilier mon semblable, j'ai consenti le pacte odieux qui assure au fort sa puissance et au faible sa faiblesse, j'ai scellé de mon sceau l'antique iniquité, j'ai contribué à ce que cet homme n'eût qu'une moitié d'âme.

Tu as fait tout cela, papa? de- manda Pauline incrédule.

Presque tout cela, répondit M. Bergeret. J'ai vendu à mon frère Clopinel de la fraternité à faux poids. Je me suis humilié en l'humiliant. Car l'aumône avilit également celui qui la reçoit et celui qui la fait. J'ai mal agi.

Je ne crois pas, dit Pauline.

Tu ne le crois pas, répondit M. Bergeret, parce que tu n'as pas de philosophie et que tu ne sais pas tirer d'une action innocente en apparence les conséquences infinies qu'elle porte en elle...

Exécrable pratique de l'aumône! Antique erreur du bourgeois qui donne un sou et qui pense faire le bien, et qui se croit quitte envers tous ses frères par le plus misérable, le plus gauche, le plus ridicule, le plus sot, le plus pauvre acte de

tous ceux qui peuvent être ac- complis en vue d'une meilleure répartition des richesses. Cette coutume de faire l'aumône est contraire à la bienfaisance et en horreur à la charité.

C'est vrai? demanda Pauline avec bonne volonté.

(M. Bergeret explique ensuite que la véritable bienfaisance, "c'est que chacun vive de son travail et non du travail des autres" et que la société a moins besoin de charité, simple palliatif, que de justice, vertu plus méritoire et sur- tout plus efficace pour le soulage- ment des maux humains.)

—Anatole France, "Monsieur Bergeret à Paris."

One or two difficult words and expressions were paraphrased.

#### Vocabulaire

l'aumône: ce qu'on donne aux pauvres par charité.

consentir: donner son consente- ment à

sceller de son sceau: to seal

l'iniquité: l'injustice

faux poids: false weight

avilir: rendre vil, dégrader

exécrable: très mauvais

se croire quitte envers ses frères:

croire qu'on ne doit plus rien à ses frères

une répartition: une distribution

la bienfaisance: inclination à faire le bien (benevolence)

un palliatif (palliative): chercher la signification dans un diction- naire anglais

le soulagement: alleviation, relief.

I. Répondez aux questions suivan- tes (en français ou en anglais):

1. Qui est M. Bergeret? 2. Qui l'accompagne? 3. Qui ont- ils rencontré dans la rue? 4. Quelle mauvaise action M. Bergeret a-t-il commise? 5. Quelle joie a-t-il goûtée en donnant deux sous à Clopinel? 6. Pourquoi Pauline ne croit- elle pas que son papa ait mal agi? 7. Que pense M. Ber- geret de l'action de faire l'aumône? 8. Qu'est-ce que c'est que la véritable bien- faisance?

#### II. Discussion:

Est-ce que les idées exprimées dans ce passage représentent des vérités générales ou seule- ment les opinions de l'auteur? Etes-vous d'accord avec M. Bergeret quand il déclare que l'action de faire l'aumône est exécrable? (Répondez à ces questions en français ou en anglais.)

#### III. Give at least one cognate for each of the following:

professeur	fort	infini
mendiant	faible	exécrable
commettre	iniquité	consentir
odieux	erreur	contraire
aumône	incrédule	méritoire
joie	poids	coutume
humilier	pratique	efficace
contribuer	apparence	



#### IV. True-false exercise:

1. M. Bergeret et sa fille demandent l'aumône dans la rue.
2. Ils rencontrent Clopinel, un mendiant.
3. M. Bergeret croit qu'il a commis une bonne action.
4. Pauline exprime très librement ses opinions.
5. La justice est plus efficace pour le soulagement des maux humains que la charité, à l'avis de M. Bergeret.

*Lesson 3.* Discussion of ideas expressed in this passage (in French and English; see exercise called "Discussion").  
Review of the philosophy of Anatole France.

The modern languages are often challenged on the ground that they do not deal with questions vital to the lives of the students and that they offer little correlation with other studies. The analogies made by students between the ideas of Anatole France and the philosophy motivating the social security program advanced by our government would belie any such allegation. The latter part of Lesson 3 might well have been mistaken for a discussion in a social science class. Orthodox language teachers may object to the fact that the vernacular was used so freely in the first and third lessons. I would reply that in this particular selection the ideas are more important than the language. If once we can awaken

our students to the fact that they may find intellectual nourishment in French literature, we have given them something of great value.

#### UNIT 2

To counterbalance the first unit, the emphasis in Unit 2 was almost entirely linguistic. The selection used was "Tristesse Sans Cause" by Paul Verlaine. The utter simplicity of the language will be noted.

Il pleure dans mon coeur  
Comme il pleut sur la ville  
Quelle est cette langueur  
Qui pénètre mon coeur?

O bruit doux de la pluie  
Par terre et sur les toits!  
Pour un coeur qui s'ennuie  
O le chant de la pluie!

Il pleure sans raison  
Dans ce coeur qui s'écœure,  
Quoi! nulle trahison?  
Ce deuil est sans raison.

C'est bien la pire peine  
De ne savoir pourquoi,  
Sans amour et sans haine,  
Mon coeur a tant de peine.

*Lesson 1.* Oral reading by teacher. (Emphasis on mellifluous flow of the lines.)

*Lesson 2.* Study by pupils. No exercises were assigned. Class discussion centered on devices used by author such as alliteration, onomatopoeia, cadences, and the like.

#### *Lesson 3.* Memorization by pupils.

Study of intonation; comparison with musical interpretation of this poem by Debussy. Short causerie (by teacher) on life and other works of Verlaine.

#### UNIT 3

This unit supplemented the weekly study of "L'Abbé Constantin," which is, in many respects, quite a charming book.

*Lesson 1.* (At beginning of term.) Reports on life of Halévy (in French). References were suggested by teacher.

*Lesson 2.* (Towards the middle of the term.) Study of parts of the libretto of Carmen, also by Halévy. A few of the songs were dictated, played on phonograph records and finally sung in class. Thereafter, students evinced great interest in recognizing arias from Carmen over the radio.

This lesson was designated to show Halévy's versatility.

*Lesson 3.* (At the end of the term.) Discussion in English of the ideas and viewpoint of the author as expressed in "L'Abbé Constantin."

A critical attitude was encouraged, though the teacher tried not to impress her point of view on the students. On the whole, the opinions expressed in class were varied. Compositions written by two of the students are reproduced.

Few were as critical as these young ladies, but it seems that the brighter young things of that age delight in caustic analysis.

"L'Abbé Constantin" is a typically Victorian novel, sentimental and romantic. It depends on its utter sincerity and simple charm for salvation, as do many other nineteenth century novels. If the speeches and actions of the characters were a little more exaggerated, if subtle ridicule were a little more widely used in the literature of Halévy's day, I should think it was pure satire on the conventional attitude towards Americans. But there is little evidence that the author was not another Frenchman who believed that Americans were invariably rich, bold and carefree.

"The Abbé is too benevolent, too inhumanly good to be true, but he is so sincere and trusting that we forgive his perfection. Bettina, too, is a little too blue-eyed and golden-haired, morally as well as physically, though she is often quite brazen. Jean is rather colorless, and does not impress me one way or another. Paul is as refreshing as a cool spring in a torrid desert. Halévy probably intended him as a villain, but his humor and frankness add the salt and pepper to an otherwise tasteless dish.

"As a natural, charming love story, I like L'Abbé Constantin, but if I thought it was meant as satire, I should enjoy it doubly."

M—



"When we read the book by Ludovic Halévy in class, I smiled a bit. However, when I read it at home, the sweetness of the book and of the characters made me think.

"Probably at the time the book was written, people were very sweet, good and true, but I don't believe I would care for anything or anybody that was so conventional and unchanging. I don't say that I am fond of that which is bad, but no matter how sweet and mellow a note is, if it is played for any length of time it jars on the nerves. In a voice we prefer undulations, just as we prefer variety in life.

"If, when I read a book, I can't truly say that I see the characters in my mind as they are pictured in the book, then I can't accept the book as a favorite.

"Some of the things in the book, I believe, are quite far-fetched, as for example, the dislike and then the great affection of the peasants for the Scotts and Bettina. I also can't quite imagine that anyone would give such huge sums of money to the poor as Bettina and Suzie did.

"I believe too, that there wasn't enough adventure and life in the story and without Paul de Lavedens I wouldn't have cared half so much for the story.

"The main reason for my not accepting the book as a favorite is that it is too idealistic and Utopian.

Nowadays, we know enough not to accept such stories as true to life. Life in Halévy's day may have been all honey and roses, but I think it is far from that now, and yet, a book like 'L'Abbé Constantin' is liked by most of the people who read it. It offers a delightful opportunity for getting away from the sordid realities of twentieth century life, and I, for one, like goodness, simpleness and sweetness—at times.

W—

DAISY KATZ.

Washington Irving High School.

#### Library Service for Remedial Reading Classes at Seward Park High School

The remedial reading teachers at the Seward Park High School, located on Manhattan's lower East Side, have been conducting an investigation into the amount of outside reading done by students sent to them because of inadequate reading ability. As was to be expected, those students who showed undue retardation in reading according to the Thorndike tests, made little or no use of their school or neighborhood libraries. Some of them were frank in admitting that they had never read through an entire book, regardless of book reports (probably based on the reading of a chapter or two) which had been submitted to their English teachers. The remedial teachers were in agreement that one of their most im-

portant services to such students would be the encouragement of wide and plentiful reading.

Accordingly, they proceeded to secure the coöperation of the librarians of the school. Realizing the important incentive which new, attractively bound, well-printed and illustrated volumes would offer such reluctant readers, special arrangements were made for bringing into the remedial reading classes many beautiful books which had never before left the display cases. The opening pages, even chapters of these books, were unobtrusively turned into remedial reading "exercises", in order to help the pupil overcome the inertia incidental to beginning a book.

With the reading matter of an exciting if not necessarily elevating kind, the problem of securing speed became vastly less difficult. Once speed had been secured, the student was permitted to take the book home and finish reading it without further supervision, except for an informal oral report.

The library staff of the school, under the direction of Miss J. Meigs, welcomed this extension of their services to the student who would not ordinarily avail himself of the library facilities. The regular supplementary reading lists assigned for each English grade were considerably enlarged to include books especially selected by the librarians and remedial reading teachers working in committee. To

meet the need of these students whose reading ability was so decidedly below the high school level, the librarian found it even necessary to purchase books ordinarily regarded as below the level of secondary schools. The justification was always the belief that once a child has become interested in one book, part of the resistance against a more difficult book has been overcome.

At the close of last term the students were asked to give a frank appraisal of their reading, and many of them reported with some enthusiasm of their ability to read books of a superior type as a result of the graded reading offered them, and the greater enjoyment obtained from books above the accustomed cheap thriller variety. Perhaps there was an element of unwarranted vanity in their sense of achievement, but even this should hardly be spurned in our desire to have the students actually realize the pleasure that is the reward of effortful reading.

A further appraisal of the value of remedial reading will be attempted this term when in addition to comparison of reading skills by tests, the outside reading of a control group of students not instructed in the remedial classes will be compared with that of the students at present assigned to the remedial reading groups. Through the help of the librarians special checking devices will make possible



the compilation of exact figures for an accurate estimate. The assignment of a special project librarian for the remedial reading staff has been found an important aid in this enterprise. At the recent Inter-City Conference of Remedial Reading Teachers at Hunter College, an outline of the plan with detailed devices and samples of record cards was examined by the remedial staffs of other high schools with a view to practical application.

REMEDIAL READING PROJECT  
(No. 1555).  
Seward Park High School.

A Suggested Program of Physical Activity in High School

In arranging a program of physical activity for our classes in high school, we must answer several questions.

1. Does our program satisfy the desire of the students? That is, are they happy in what they are doing?
2. Does our program provide for real teaching? In the teaching of physical skills, there is a wonderful opportunity for the application of the new pedagogical principles. Somehow, in the past, we in the field of physical education have been criticized because of lack of specific teaching and teaching responsibility.
3. Does our program have in

it activities which will provide for leisure and adult life? Broadly, these are my guiding points.

Our program today fulfills these qualifications, but not sufficiently. I offer this plan, not in criticism of the present one, but with the aim of utilizing more fully the abilities of the physical education teachers, and of producing more lasting results in our students.

In choosing a team, the instructor has a perfect laboratory for teaching. There is enthusiasm, incentive, proper motivation, student-teacher rapport. Why should we not establish this laboratory for our regular physical education classes? And that briefly is my suggested program?

For each year in school, I would category some six or eight sports, best suited to the age level of that period of the student's life (especially those that can be continued into adult life). That is, our activities would fall into four groups—Freshman, Sophomore, Junior, and Senior.

At the beginning of each year, the student would have the privilege of selecting two sports in which he desired to specialize—one for each term. Instead of reporting to a heterogeneous class as was previously done, he would present himself to the teacher-coach of that sport. The teacher now has the set-up of a team rather than a class. For the next

year, he would receive a comprehensive course in those two sports (taught according to most progressive pedagogical principles). He would have the opportunity of learning thoroughly, history, rules, fundamental skills, strategy, etc. of that activity. By the time he graduates, he will have learned from two to eight games fairly thoroughly.

It is true that we take part in those activities that give us satisfaction. It is true, too, that those things give us satisfaction which we do well. My suggested program fulfills these educational axioms. Again, it is true, that the health education instructors are not equally adept or equipped for all sports, but are most proficient in one or two. This program will use advantageously these capacities. Furthermore, optional activities are more inviting to students than compulsory ones. Here, again, one can see the advantage, in the new program.

But, many will ask, where will you find sufficient facilities and teachers? My answer is that I am not planning for a static organization, but an ever-progressive and rapidly-moving one. I foresee more schools and an increased teaching staff.

JULIUS JACOBS.  
Abraham Lincoln High School.  
Intra-Department Visiting at  
Richmond Hill

For some years past, the mem-

bers of the Speech Department at Richmond Hill High School have participated, eagerly and frequently, in a wholly voluntary and completely unofficial system of intra-department visiting. The members of the department were entirely unaware that this pleasant and helpful custom was of interest to anyone outside their own group, until, one day last term, Mr. Matthew L. Dann, the Principal, invited the department to tell the story of intra-department visiting to the entire faculty. Not without some misgiving on the part of the teachers concerned, several members of the Speech Department spoke at the next faculty meeting. We were subsequently urged to set forth the entire plan for the readers of HIGH POINTS. After a department conference, the outstanding points of several talks were compiled, and are here set forth by a representative chosen by the speakers. The views presented are, therefore, not those of the writer alone. They are, rather, a summary of the experiences in visiting that have been common to all of the members of the Speech Department.

Speech, as it is taught at present, five days a week in terms three and five, is a relatively new subject in the New York City high schools. Richmond Hill was one of the first schools to incorporate such courses into the regular curriculum, and at the time the first course was



being initiated, the members of the then small speech department met frequently to discuss the new course of study, and formed the habit of dropping in, informally, to each other's classes to see how the new course was working out. The enrollment at Richmond Hill has mounted rapidly, and the Speech Department has grown with it. As new members of the department came to the school, they too joined in the friendly custom of intra-department visiting.

This system, if a custom which started and has been carried on at all times in an informal and unofficial manner can be called a system, has worked out in several ways. Some visiting is done on invitation. One teacher may invite another to come to see a specified bit of work, to confer on the handling of a special part of the course of study, or simply to enjoy a particularly fine piece of work by special students. Sometimes, a teacher asks to be notified when a special type of work is being done, so that she may see how others handle it. Very frequently, young teachers, or those about to teach a grade that is new to them, visit a class daily for the entire term so that they may gain help and inspiration from a more experienced teacher. Visiting has never been prescribed, for the chairman and members of the department feel that no value is to be found in visiting which is not pleasurable to both the visitor

and the teacher observed. The following data will reveal the extent to which the department enjoys visiting. For the term ending January 1935, two teachers visited classes regularly every day,—about eighty visits each. Another teacher made fourteen visits; another, twenty-eight; and another, thirty-five. Not all teachers keep records of their visits, so complete figures cannot be given.

The department has been asked how its members find time to do so much. Teachers visit in their one "free" period daily; occasionally, a teacher "cuts" her lunch period; and at times, a teacher who is free will arrange to take the class of one who wishes to visit a specified type of work. For the past three years, there has always been at least one teacher who came a period early or stayed late so that she might visit. (The school is on double session and there are classes in session every period from 8:00 A.M. until 5:15 P.M.)

Certainly the fact that very busy teachers with large classes and the usual clerical, study-hall, and extra-curricular duties, sacrifice part of their own time to visit, shows that the experience has proved a real benefit to them. The department feels that there are advantages both to the visitor and to the teacher observed. The visitor is offered the opportunity to see the scope of all types of work, even though she herself may teach only one grade.

Visiting enables those who teach only Speech 3 to see the preparation needed for Speech 5, and those who teach only Speech 5 are more easily able to judge what they may expect their students to have as background knowledge. The work of slow or honor groups, of the clinic classes, and of advanced dramatics can be viewed and evaluated by all. The visitor sees a variety of methods of teaching and of illustrative material. She is inspired by the successes of the teacher she observes, and learns, also, some things to avoid. She finds visiting a challenge to her own skill and ingenuity. She is stimulated to new ideas, new goals, and is encouraged when she finds a colleague making a way through common difficulties.

The teacher visited is often grateful for a friendly word of encouragement or appreciation, and sometimes, for an understanding and discriminating criticism. Oftentimes, a suggestion from a visitor will be of real help in the handling of a "problem child" for the visitor on the side-lines may be able to offer just the unbiased comment that is needed.

The Speech Department at Richmond Hill feels that there are certain unwritten rules of behaviour to be observed, if visiting is to be pleasurable and valuable. A visitor should enter unobtrusively and only when she is ready to give her entire attention to the work in

progress. She should feel free to leave if the work is not of immediate concern, and such leaving should never be a source of offense to the class teacher. A visitor should be free, also, to remain for part of a period only, if she can spare but a short time, or if need is satisfied by a brief visit. By common consent, the members of the department never discuss a colleague's work with a third person, except to suggest that visiting a certain teacher or class will be of unusual interest or value.

The department feels that, as a group, it has benefited in large measure by the intra-department visiting. Such visiting has been a means of unifying educational philosophy, of stimulating professional discussion, of pooling illustrative material, thus making it easily available to all, and of opening to all a variety of fine educational procedures.

And finally, the department is confident that in so broadening the scope of the work for all its members, it is helping to provide for the students a group of teachers who are alert, openminded, and professionally secure. For each teacher finds, in visiting, a stimulus to her own best efforts, and a desire to give to her students not only all that her own knowledge and personality have to offer, but the combined tried and approved methods of teachers who are eager



to learn and willing to share.

EVERLYN KONIGSBERG.  
Richmond Hill High School.

### On the Teaching of Algebra

A chandelier in the classroom, set swinging by a gust of wind, suggested an immediate application of square root. The simple formula  $t = \sqrt{l}$  is sufficiently exact:  $t$  is the time in seconds between two successive occupations of the same position and  $l$  is the length in feet of the pendulum (chandelier). In our ready-made laboratory it is easy to estimate  $l$  and equally so to find  $t$  (one student tolls off 10 periods of vibration while another reads a watch). The agreement with the formula is close enough to impress the students. This may be supplemented (or if the wind is not obliging, replaced) by the use of a classroom compass, a piece of chalk suspended by a string. This pendulum has the advantage of a variable length, depending on the point at which the string is held. By changing the length of the pendulum (in feet) from a square number to a non-square, we teach not only functionality, the

dependence of  $t$  on  $l$ , but also the reality of irrational numbers. Another square-root problem that pleases the customers is: How long would it take to fall off the Woolworth Building? Off the Empire State? The formula  $t = \sqrt{s/4}$  applies, where  $t$  is the time in seconds and  $s$  is the space passed over in feet.

This correlation with physics suggests a closer interrelation of algebra topics with each other. E.g., instead of estimating  $l$ , we may measure it trigonometrically. Also in Intermediate Algebra we may find square root by logarithms as well as by the orthodox method, each method checking the other. In fact it would not be difficult to link a great part of Intermediate Algebra with the solution of one or two problems, perhaps an Arithmetic Progression problem reducing to a factorable quadratic equation and a rectangle problem reducing to a non-factorable quadratic equation. The course could start with a statement of the problems and could devote itself largely to a complete solution of them.

HOWARD D. GROSSMAN.  
DeWitt Clinton High School.

## EDUCATIONAL NOTES AND COMMENT

### Courses in Choric Speech

TEACHERS of English will doubtless be interested to know that Miss Mona Swann of

England will offer courses in Choric Speech and Dramatization in Teaching on the program of the Summer Session of Boston University School of Education conducted

in Springfield, Massachusetts. The session in Springfield is not to be confused with the one in Boston. This is the ninth year that the School of Education has offered courses for teachers in Springfield as a part of its regular program.

Miss Swann is vice-principal of Moira House, Eastbourne, England, a secondary school for girls. She is well known for her pioneer work with verse speaking choirs, and is the author of several texts for

choric speech. She has written a number of dramatizations of Biblical stories, which have been broadcast over the British System, as well as plays for school use.

### "Tests and Scales"

The above is the title of a small pamphlet catalogue of the educational tests and scales which are published by the University of Minnesota Press, Minneapolis. This pamphlet may be had for the asking.

### Senior Character Ratings: A Questionnaire Administered in the Grover Cleveland High School, June, 1935

	Yes		No		Fair		Don't Know	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Does the pupil work to the limit of his ability?	681	998	273	137	31	36	26	36
2. Has he effective methods and habits of work?	741	1,024	194	102	37	68	17	15
3. Has he the power and habits of work?	789	1,036	138	85	30	51	24	21
4. Is he critical-minded?	731	667	130	108	24	44	104	139
5. Is he open-minded?	783	1,050	33	17	16	36	139	160
6. Is he tolerant of other people's viewpoints?	822	1,068	28	16	21	8	137	115
7. Has he an appreciation of the true and beautiful?	510	782	29	4	24	5	453	408
8. Is he dependable?	848	1,149	84	27	22	24	49	29
9. Has he the courage of his convictions?	789	1,014	36	26	7	10	148	168
10. Does he reflect?	775	986	82	47	33	54	95	112
11. Has he a creative ability?	495	717	133	92	35	34	329	348
12. Has he an inquiring mind?	752	918	128	99	20	47	89	142
13. Has he achieved self-discipline?	736	928	108	83	31	38	80	130
14. Is he cooperative (socially adaptable)?	896	1,154	59	18	9	19	32	16
	835	1,184	33	26	5	1	31	12



# Enrollment in the Different Foreign Languages in Senior High Schools as of March 11, 1936

Languages	I	II	III	IV	V	VI	VII	VIII	Total
French	10,331	11,782	17,184	15,887	8,062	7,148	606	401	71,401
German	3,624	3,640	3,846	3,747	1,595	1,367	102	24	17,945
Greek	56	20	10	27	2	2			117
Hebrew	413	428	254	207	48	6			1,356
Italian	1,984	1,659	1,620	1,234	654	448	112	42	7,753
Latin	4,771	4,874	4,656	4,474	1,723	1,724	242	132	22,596
Spanish	10,927	10,118	8,190	6,693	1,486	1,150	96	30	38,690
Totals	32,106	32,521	35,760	32,269	13,570	11,845	1,158	629	159,858

Grand Totals: Modern Languages: 135,789; Ancient Languages: 24,069.  
Total High School Population: 253,600.

# Enrollment in the Different Foreign Languages in Junior High Schools as of February 26, 1936

Languages	7B	8A	8B	9A	9B	RB	RC	RD	Total
French	49	7,907	8,931	7,031	6,429	4,536	3,640	3,310	41,833
German		588	591	487	561	348	223	209	3,007
Italian		953	972	669	683	337	103	121	3,838
Latin		290	367	271	252	598	511	498	2,787
Spanish		1,304	1,325	1,050	633	245	145	122	4,824
Totals	49	11,042	12,186	9,508	8,558	6,064	4,622	4,260	56,289

Grand Totals: Modern Languages: 53,502; Ancient Languages: 2,787.  
Total Junior High School Population: 125,330.

# Resolutions Adopted by the Chairmen of Modern Language Departments, March 20, 1936

Whereas, God in His infinite wisdom has seen fit to remove from our midst, Dr. William R. Price, late Supervisor of Modern Languages in the State of New York, and

Whereas, his unflagging enthusiasm for the sane and progressive teaching of modern languages, his thoroughness, his fighting spirit in the face of obstacles and his intellectual honesty served as an inspiration for many years and will continue to inspire us in the years to come.

Therefore, be it resolved that we the heads of departments of Modern Languages in the City of New York hereby express our appreciation of Dr. Price, and extend our sincere sympathy to all those who feel keenly their bereavement, and

Be it further resolved that a copy

of these resolutions be sent to Mrs. Price, to HIGH POINTS, to the Modern Language Journal, and to the State Education Department, Albany, N. Y.

EUGENE JACKSON  
H. C. LEONARD  
CHAS. E. OVERHOLSER,  
Chairman

# REVIEWS

## Graphic Design

By Leon Friend and Joseph Hefter.  
Whittlesey House 1936, 407 pages, over 800 illustrations.

BOOKS, because they are made of inanimate stuff, are capable of serving merely as instruments for conveying thought or preachment. But here, the instrument becomes, also, and end in itself, and the usual dead tissue has become animated; for here is a volume where exemplification becomes the byword. The authors have put out a work that not only talks art but is art. And this is something that can be said of few art books. The tasteful cover design, the well-designed pages, the discriminating choice of type and illustrative materials, and the book's clean-cut organization are testimony to the authors' purity of taste and unerring judgment.

There are really two books, or themes, between these covers, one

theme accompanying the other in obligatto fashion. One of these, the text, is divided into chapters on Lettering, Printing, Reproductive Arts, Photography, The Book, Advertising Art, The Poster, and Art Education. Here, purely informative material on the history and present stage of development of the particular art is presented. The pithy style is consistent with the intention of the authors, to make virtually every square inch impart a message. However, all this merely provides the structure for the more fascinating overtones produced by the analytical legends accompanying the illustrations. Many of these are reproduced from rare editions or appear for the first time in any publication. It is these descriptive labels, full of instructive comment and keen observation, that make this volume an authoritative commentary in its field. The selection of fine examples of graphic design, past and



present, should exert a refining influence, especially upon students expecting to enter the professional field, and the problems at the end of the chapters serve as a challenge to them. The book should also exert an educative influence upon the American manufacturer or producer, who is still too timorous in relinquishing the highly realistic present-day advertising for a more psychological one in which plastic elements play a large part. The authors end appropriately and practically with a chapter on Art Education, in which a highly suggestive course of study in the graphic arts is outlined.

A particular virtue of the book is the democratic inclusion of work by those not yet necessarily "arrived". The art of the "student" and "master" is judged on its merits alone.

This book sets a high water mark in its field which will not be easy to equal.

MICHAEL ROSS.  
Abraham Lincoln High School.

### **Analysis of Ability in the Fundamental Motor Skills**

By Lloyd M. Jones. Teachers College, Columbia, \$1.50.

This highly impressive array of experimental evidence lends weight to the theory that the fundamental motor skills in the physical education program are very specific, that there is less carry-over from one

type of activity here than has hitherto been supposed.

The implications of these findings for the physical education program seem, in the author's estimation, of some importance.

The study is highly technical. Those who can stomach such morsels as "tetrad differences," "rectilinearity," "homoscedasticity," "homoclisly" and the like, ought to derive some profit from a perusal of this work.

A. H. LASS.

### **How to Locate Educational Data**

By Carter Alexander. Teachers College, Columbia University.

Now that education has become a big business, there is need for some guide for the bewildered student and the educator himself, who is very prone to lose himself in the labyrinth of his own devising.

Dr. Alexander's book is a boon to all who have any occasion whatever to make use of educational data. In it, he has embodied the results of an intensive study of the resources of the library, and the most economical means for making these resources available to the student. While directed mainly toward research workers and specialists, this volume should find a place on the shelf of every student of education. It makes available in concise form a wealth of hitherto scattered material.

Concrete assistance is here given on some of the following matters: Intelligent Planning in Searching for Library Materials; Reference Books, their evaluation and selection; Making a bibliography (a really fine and little-known art [or science?]); Library Reading (suggesting reading techniques suitable to different types of materials, and controlled by varying needs); Note-Taking (how to take intelligent, intelligible notes, how to read for note-taking); Guide to the professional literature of your educational field.

The last section of the book discusses: Methods for evaluating books and periodicals; Book Lists, how to locate them; Statistics needed for educators; How to work up the history of an educational problem; Textbooks and their evaluation; How to locate educational researches; Locating portraits, news items, names and addresses of individuals.

These are only a few of the enormous number of topics Dr. Alexander treats with. So far as we know, this is the best, most complete book on books that has yet appeared. It promises for some time to come to remain the Baedeker of the educator.

A. H. LASS.

### **The Great Biographers**

By Albert Britt. Whittlesey House, \$2.00.

It is hard to quarrel with this overview of biographical writing, for Dr. Britt's humility in approaching his subject almost completely disarms one. He admits his book is sketchy, inadequate, and capricious in many respects. Even a bird's-eye view of biography from Plutarch to Guedalla (the scope of this volume) is risky business to attempt in some two hundred pages. But Dr. Britt has bravely tried to do just this. And we applaud the attempt, although the finished product leaves us a bit dissatisfied. It would be pointless to cite specific weaknesses and omissions in this survey of the evolution of modern biographical techniques. In the main, Dr. Britt manages to hit the high-lights, and at that, with some gusto and charm. His sins of omission are more than atoned for in his sprightly handling of his theme. His judgments are couched in a highly readable style.

This survey is both historical and critical. In discussing changing modes in biography, the author evaluates a great number of the classics in this field, pointing out what went into their making, and how the biographer's point of view was influenced by personal and social conditions.

A list of some of the chapter headings will give the reader some notion of the area which Dr. Britt has tried to span: "The Pioneers," "The Dawn of the Renaissance," "Walton and the Diarists," "John-



son and Boswell," "Franklin and Gibbon," "Scott and Bronte," "The Professional Appears," "The Beginnings of the New Biography," "Nineteenth Century Autobiography," "The Moderns."

A. H. LASS.

### Home Study in Adult Education

By George Baxter Smith. Teachers College, Columbia University, \$1.50.

Sixty thousand adults, enrolled in the Home Study Department of Columbia University, have played guinea-pigs to Mr. Smith in this study. Mr. Smith finds that the following reasons for taking these courses are most frequently met with:

1. Desire to equip oneself for better positions through further study.
2. Desire for "culture," the "finer things in life."
3. Desire to remedy deficiencies in meeting social situations of daily life.
4. Completion of school requirements.

Strangely enough, the desire to increase one's social efficiency is rarely mentioned by these students. The spirit of self-preservation and self-improvement seems to animate this group almost exclusively. They are striving to achieve purely individual purposes. The social

significance of their education has not come home to them, except in a very narrow and selfish sense. Perhaps this is as it should be. We are not venturing a judgment here. But it does seem rather curious that one of the dominant purposes of our elementary and secondary system, the socializing of the individual, should play so slight a part in after-school life and education. Can it be, one wonders, that we have failed to get beyond the mere statement of aims and objectives? Or is it that life outside the school gives us the lie? Or have we, with these adults, failed to utilize insistent personal impulses for greater social purposes? There is no answer in this study, but the problem is worth pondering.

Mr. Smith points out that these adults have a great variety of interests which our schools either have failed to recognize, or recognizing, have failed to guide into proper channels.

Mr. Smith, like many others, thinks that adult education is a major field for educational effort in the future. He holds no very enthusiastic brief for home study courses. But to him, it appears a valid and justifiable procedure, limited, of course, but filling a definite need in our present civilization.

A. H. LASS.




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## ON BEING A TEACHER

FROM THE STUDENT POINT OF VIEW

MR. KOVAR'S elevating essay, "On Being A Teacher," printed in the December, 1935 issue of HIGH POINTS, reminded me of that exuberant and now somewhat nostalgic day when I was a senior, and like the Sanhedrin of old, sat in judgment on my peers. I remember writing an essay called A Treatise on Teachers, little thinking at the time that I was shortly to become one of the judged myself.

From a comparison of Mr. Kovar's mature essay and my infantile "treatise," it would seem that the views on the subject do not always coincide. Do we always succeed in presenting ourselves as that icon of noble idealism to our students that Mr. Kovar would have us achieve? Perhaps our fellow teachers may catch the fervent gleam in our eye. But our critics in the classroom—what of them? It would seem that the point of view depends on which side of the fence one is located. This difference in attitude recalls to me an irreverent philosopher who, discussing society as viewed by different people declared: "If an ass looks in, you cannot expect an apostle to look out." Perhaps the views on teachers ex-

pressed by the undergraduate were those of a long-eared donkey. But they were untouched by any shade of malice or taint of pedagogic knowledge; and perhaps their value lies in their naïve observation on the foibles of teachers as a race. However, read her views for yourself:

### A TREATISE ON TEACHERS

To talk of teachers is to talk of tests, for, to paraphrase Scripture: "By their tests ye shall know them." Indeed, I might have called this essay more appropriately The Testing Process. In discussing the advisability of preferring one teacher as against another, the undergraduate invariably asks the question: "How are her tests?" This seems to be the universal criterion in weighing the merits or defects of a teacher. My intention, however, is not to dispute the facts but to set down my information concerning teachers as I have heard from others and observed for myself.

With the purpose of enlightening the freshmen especially on this subject, it will not be amiss if I adopt the Chataquan method of dividing the subject into two topics, A and B; or type I and II, for I



have come to the conclusion that there are but two types of teachers to which all members of the profession may be reduced.

The first type belong (to trace the evolution chronologically) to the race of Egyptian Pharaohs, Roman Caesars and English Stuarts. By putting them in this class I do not impute to them the evils or tyranny of this group. It is the austerity, the tenacity, the rigidity manifested by this half of mankind that induces me to place that part of the teaching brotherhood which possesses similar characteristics into the same category. By virtue of these qualities, they are the inheritors of the earth in a literal sense.

The second type belongs to the clan of docile Clarissas, henpecked husbands and modern monarchs. The same holds true for this class. It is not in any derogatory sense that I place them here. It is because they exhibit in common with the afore-mentioned luminaries, their humility, their modesty and unpretentiousness. They are the meek of the earth.

You may still be in doubt as to the two species. Let me therefore give you some illustrations.

Beware of the teacher who conducts examinations in a solemn funeral manner. She is, dear reader, Type I. To her (or him) teaching is a calling to which she has been certified not by the Board of Education, but by Mount Olympus.

Teaching to her is a sombre duty to be carried out with all the austerity, piety, sternness and earnestness of an ecclesiastic. In spirit she is an ascetic. The mantle of the prophet has fallen upon her and with ardent spiritual fire she embarks upon her crusade in the belief that "wisdom is better than rubies." She stops not to succor the wayward, nor retrieve the fallen, but nurturing the chosen few, she seeks to bring them to the Mount and so to light. At the end of the pilgrimage but few are left. Of her—beware! She is the instrument of fate weaving your educational demise. For her, I would counsel study, study, study! Otherwise, upon entering the classroom your sensations will not be the pleasantest. If you are unprepared, you will feel akin to the chief character in *Paradise Lost*, or like the character in the *Inferno* you will feel yourself dropping a *giro* lower. As you struggle to answer her questions, you may interpret her benevolent beam as a malicious smile; but that is your own inability to perceive her humanitarian and devout effort to educate an illiterate neophyte and misguided heathen.

The second type is a relieving contrast. One need not have that "quaky" feeling with her, for she does not require much—except perhaps a sponge-like memory and an attitude that is outwardly attentive. She is, as I have classed

her, a meek individual, too intimidated to seek an originality beyond that of a rubber stamp. Afraid to venture into unorthodox realms, she adheres to one authority and one text with somnolent monotony. I believe it was in this teacher's classroom that such diverting games as tic-tac-toe, cross-word puzzles and ghost were invented.

While the first type caters only to the best student, this second type has special regard for the least intelligent member of the class. A test with this individual means a verbatim repetition or written transcription of her moth-eaten notes. These are the persons who innocently foster cramming. Carlyle, in one of his dyspeptic outbursts, characterizes them as "hide-bound pedants and mechanical gerund grinders." They are, also, the persons who encourage the avid note-taker and thick note-book collector—a species abhorred by the genial J. B. Priestley, who suggests that any stationer who sells thick note-books should be compelled to take out a license for the purpose. Mr. Priestley advises the student instead to buy himself a very thin note-book, inscribe on the first page a sentence or two from Ecclesiastes, listen to his tutors, take a long look at things for himself, and then make a note or two. Yet, let me not condemn our second type. She, too, is trying to give us knowledge, albeit with a spoon.

I realize my classification would

be quite inadequate were I to neglect to mention a third type—who really is not a type at all, for she is unclassifiable. Nor would I care to create a third group for fear of attempting to confine within an iron-bound category a personality that evades captivity. She is that most adored, discussed, worshipped and forgotten teacher—the "crush." There is no dead sure way of detecting her. You can only be aware of her presence by your own symptoms—usually a vigorous heart beat and acute emotional disturbance. But with a little analysis you realize why you are ready, like Sidney Carton, to go to the guillotine for her. She meets the student on equal ground. Her own student days or the recollections of them are too vivid for her to ignore the tribulations of a novice sipping at the Pierian Spring. To her, the student is an individual, not a mechanism to be put through a certain course. She has the spiritual zeal of Type I but tempered with an understanding sympathy.

Need I tell you that an examination with this teacher invariably is a delight? There is no necessity for cramming, for you have listened raptly during the semester, "still as a slave before his lord." An examination, instead of being a memory contest, becomes a friendly exchange between student and teacher; for the student having been given some responsibility in



his studies and having arrived at his own conclusions, is given an opportunity to relate the results of his guided explorations in the realm of knowledge. The test becomes in fact an uncensored revelation of study which the student has pursued by himself under capable and sympathetic guidance.

Cynics may declare this teacher

to be the evanescent creation of an overwrought brain. Yet I can recall having several such teachers. Of such must be the kingdom of teachers; and when I die, may they be awaiting me there for harp instruction, for only with them will heaven be endurable.

SARAH THORWALD STIEGLITZ.  
Thomas Jefferson High School.

## MORE ABOUT THE "BAD BOY"\*

THE bad boy doesn't like poetry. That is, he thinks he doesn't. Actually, his contempt for poetry is based on the all too current misconception that poetry is for "sissies" and "softies." These two stigmata are poison to the "bad boy." This fear of anything that smacks in any way of the feminine is part of the intensely masculine complex so striking a feature of the bad-boy personality pattern.

Another reason for the bad boy's aversion to poetry is the manner in which poetry has been taught, and, to a large degree, is still being taught. The merciless slaughtering of the muses in the interests of rhetoric and literary style has set up this perfectly natural loathing.

Another error teachers make in attempting to teach the bad boy poetry is a failure to recognize that

the boy's interests are very often quite far removed from the content they are trying to ram into him. He revolts from the strangeness of these experiences. The solution is to begin with something the boy can comprehend—the blood and thunder of Robert Service or the homespun rhyme of Edgar Guest. The teacher must learn for a time to sacrifice his own lovely theories about belles-lettres, and give the boy what he wants and needs, something that will stir him deeply. Once the boy has taken a liking to some form of poetry, the transition from the cheap and vulgar to the fine and beautiful is easy.

But patience is necessary. The road to Parnassus is not easy for the bad boy. There are too many obstacles in his way. Even if the boy never attains the heights, the teacher must content himself with having done his mite toward elevating his tastes somewhat.

*The bad boy is morbidly curi-*

*ous about sex.* The cheap tabloids, the "sexy" movie, the cabalistic street-corner disquisitions, all serve to whet his natural appetite for such information. And it is a sad fact that he is often precociously and falsely enlightened.

There is a crying need for some kind of sex-hygiene for the bad boy. It is no exaggeration to say that a significant part of the bad boy's abnormal behavior outside of school is directly traceable to his ignorance of certain basic facts about himself and the opposite sex. The atmosphere in which he lives, the friends he has, the many corrupting influences that prey on him, make it imperative that some constructive treatment be given to this very important phase of the bad boy's development.

In many communities, a sane and frank discussion of the principles of sex hygiene is frowned upon, and thus the boy's curiosity is driven underground to batten on the weeds of surreptitious innuendo. And what should be regarded with open-eyed wholesomeness becomes a dank obsession.

No rehabilitatory program can even pretend to adequacy unless it includes an intelligent treatment of the sex problem as it affects the boy.

*The bad boy pretends to despise girls.* He vaunts his superiority, in private. He ogles them obscenely, hoots after them. But when he meets them on formal,

social occasions, he is struck dumb. His disdain has vanished and is replaced by a red-faced befuddlement.

The truth is that the bad boy, despite his air of vainglory, is afraid of girls because he doesn't understand them. He doesn't know how to act in their presence. In his own imagination, every bad boy is an irresistible "lady-killer." His charm is devastating. But when he faces a giggly little girl, he loses all his prepossession, and becomes just a confused kid.

The bad boy is hungry for information on how to be a gentleman. Some, it is true, secretly admire the George Raft-James Cagney treat-'em-rough type. But most have a strong desire for suavity, ease, and elegance. The skillful teacher can manage to interlard the more academic periods with discussions of etiquette and social procedure. It is amazing how boys take to this. Playing upon this deep-rooted desire to be identified with the better elements in society, the teacher can lead the boy into many other forms of allied behavior which he now shuns.

It is not at all impossible, using this desire as a lever, to bring about a palpable and beneficial conformity to the more important social and educational mores. Certainly, the matters of conversation, letter-writing, and public speaking, can be more powerfully and meaningfully motivated in this way.

\*Reprinted from the *Journal of the National Education Association*, April, 1936.



The important point here, as in the whole treatment of the bad boy, is to discover his interests, and speak to him directly and compellingly.

*Bad boys hate squealers, tattletales, "ratters," "stool-pigeons" of any kind.* They never condone, under any circumstances, the offense of "snitching." It is part of their gang code. The boy who succumbs, in a moment of weakness, and gives up one of his friends to the teacher's mercy, becomes a social pariah.

The wise teacher will do well to discover all malefactors for himself. If his sleuthing powers are not sufficient for the task, he must never look for a Judas among his students. Once he has attempted this, he can never hope to maintain the respect of the class. He is automatically ranked with the betrayer.

*Most bad boys belong to societies of some kind.* These are generally local in nature. The Boy Scouts, Big Brother movements, Youth Councils, and Community Settlements have made some recruits from the ranks of the bad boys. But, in the main, the bad boys are free lancers, and band together independently. They resent organized social control, and prefer to be laws unto themselves. Within the confines of their own peculiar organizations, they work out their own social and recreational devices.

The teacher would do well to discover the extent and nature of these groups in his class. Among the younger students, these clubs are mainly athletic. With adolescence, they become oriented around the fair sex, and are called social clubs, or sometimes, social-athletic clubs. The set-up of these clubs is a faithful reflection of the needs and desires of the growing bad boy.

The teacher who can interest himself in the bad boy's extra-school life, and enter, to a degree, into this club life, will touch one of the vital arteries of the bad boy's life. Through the club, his attitudes are formed, his social life codified, and his speech and conduct molded.

The value of an insight into this phase of the bad boy's existence is obvious. A knowledge of the principles that govern and motivate its organization and progress can be of immense assistance to the teacher. Without completely disorganizing or changing classroom routine, he can modify it so that it comes to resemble the club somewhat. Through this organization, the teacher can exercise and strengthen his hold over the boy, at the same time that he is conveying his instruction through a social medium of greater familiarity and vitality.

*Polysyllabic pedagogy makes the bad boy uncomfortable and resentful.* He shies away from long

words because he doesn't understand them, and because they have unpleasant connotations with overbearing teachers, books he has never been able to master, intellectual snobbery.

In the beginning, the best procedure is to use simple and even colloquial language to disarm the boy's distrust. The teacher who can talk like a "regular guy" immediately commands respect. The boys will listen, because the idiom, the pattern, is their own.

When once this respect for the teacher's humanness has been secured, the attempt to enrich and elevate the boy's vocabulary can be made; but not before. It is important that the boy learn to love the doctrine for the master's sake. That is the best appeal. It invariably succeeds.

*The bad boy, despite all outward appearances, is deeply sentimental.* Underneath his "hard guy" pose, he is soft, even mushy. Undisciplined through neglect of proper home and religious training, fed on the pap of the radio, movie, and popular song, it would be strange if he were not so. No where in his life is the bad boy subject to those influences which might have purged him of spiritual dross.

*The bad boy is overly addicted to "wise cracks."* The movies and radio furnish the material and the idol. Chico and Harpo Marx are zealously emulated, as are Wheeler

and Woolsey, and Laurel and Hardy.

The teacher, if he can bring himself to it, would do well to learn some of this patter, and sprinkle his conversation with it occasionally, just to show the boys that he is up on things that count. A sly and gently satirical intrusion of some of this precious prattle into the lesson can work wonders in gaining the loyalty and affection of the class. Of course, this can be carried too far. But then, the skillful teacher need not be told that he is not to confuse means and ends.

*Needless to say, any book that looks like a school book is anathema to the bad boy.* The distasteful associations are evident. Wherever possible, therefore, the books used ought to look like books read by mature adults outside of school. Text-book makers have made fine strides in this direction, and the teacher ought to avail himself of the newest and best texts whenever he can.

*The bad boy believes that manliness manifests itself in:* The liberal use of slang; tough talk, preferably from the corner of the mouth; smoking; dressing sloppily; and lack of manners (as traditionally understood).

The lot of the teacher of the bad boy is by no means a happy one. But it is an exciting and challenging experience. It calls for every ounce of ingenuity, re-



sourcefulness, common sense, and humanity that the teacher possesses. The bad boy is no ordinary boy, and his teacher must likewise be no ordinary teacher. It requires an exceptional temperament to handle bad boys successfully.

But individual idiosyncrasies aside, certain basic procedures can be posited. These, it will be observed, hold true for students in general, but they apply with special force to the bad boy:

*Discard the holier-than-thou attitude*, and come down to the boy's level, for a time at least. Treat the boy like your equal; respect him for what he is, but make it plain that you expect him to be something much better. Make clear to him what that something is, in as concrete and as personal a way as possible.

*Learn what makes the boy go.* Find out what he wants, where he lives, who his friends are, what he does outside of school. Wherever possible, make the class work contribute directly and tangibly to the boy's needs and desires, both his conscious and unconscious ones. Personalize your instruction.

*Show the boy you understand him* and want to help him make something worthwhile of himself. Few, if any, can resist this appeal. The boy is willing clay once he feels that your every action is motivated by an interest in him.

*Give him a feeling of power and achievement*, even if it is only il-

lusory and momentary. The boy needs the feeling of accomplishment and conquest to bolster up his sense of insufficiency and insecurity. Make him feel he counts for something, if only in the little world of the classroom. Organize the class so that the boy can exercise his initiative and his desire to master something. Make learning a satisfying experience. Elementary, I know, but all too often lost sight of.

*Try to be to the boy all that you want him to be.* Make yourself a personal expression of his inarticulate yearnings and ideals. This sounds a little vague, but I can think of no other way of putting the matter. For basically, the bad boy learns his teacher and not the subject. This relationship, always present between teacher and student, is particularly emphasized in the bad boy. It is hard to measure this quality; but unless the teacher does embody the boy's ideals, his effect on the boy is practically nil.

Some there are who advocate leading from behind, suggesting, insinuating virtue into these recalcitrant little hearts. Others contend that pedagogical engineering of a sort will do the trick. And for each of these positions there is sound basis. It is my feeling, however, that the peculiar nature of the bad boy demands teaching of a positive, direct kind to neutralize and nullify the potent in-

fluences that play upon the boy outside of school. Education, to succeed here, must be emphatically, personally real. It can achieve this reality only through the teacher. If he has fire, zeal, honesty, and humanity, whatever he teaches

strikes home. Without this personal ardor and attractiveness, the whole pedagogical armamentarium is useless to him.

A. H. LASS.

Manual Training High School.

## SOCIAL PROBLEMS IN PRESENT CURRICULA

### I. INTRODUCTORY STATEMENT

The material to be presented in the following paper is based upon a critical analysis of the content of the secondary school course of study in American history as exemplified by current textbooks. This study was particularly concerned with the extent and manner in which such textbooks may actually contribute to the enlightenment of your citizens with regard to major social problems of contemporary America.

The present social crisis, the strategic position of the social studies in the training of an efficient citizenry, and the present controversy over the social studies curriculum, necessitate a realistic examination of the actual content offered to our secondary school students.

It should be recognized that in American educational practice, textbooks virtually represent the curriculum. Evidence from a great many official school surveys, as well as from many authoritative sources

in the field of the social studies, is available disclosing the dominant role of the textbook in determining the essential character of subject content. According to Professor Bessie L. Pierce, it is both "needless and commonplace" to even call attention to this phenomenon. There is no disposition here to create the erroneous impression that most teachers of the social studies present only the official textbook content—but laying aside current desiderata in the realm of theory—once we know what textbooks are used in a given community it is possible by an analysis of these textbooks to describe the essential nature of the content offered to the young citizens of that community.

Although there have been many investigations of American history textbooks in the past, with the exception of the studies of Pierce and Blythe—which are unrelated to the present problem—such studies have been of an essentially quantitative nature, being concerned with such factors as the relative im-



portance of historical characters, events, chronological periods, geographical elements, topics, and general types of emphasis.

The present study was concerned not only with the amount of space devoted to the social problems selected, but also with nature of the content devoted to their treatment.

The present study was confined to an analysis of the American history textbooks used in the senior high schools of New York City. Information supplied by the chairmen of social studies departments in 44 high schools disclosed that 13 different textbooks are used in the American history classes of New York City. These are the textbooks of the following authors:

1. Ashley
2. Beard
3. Casner and Gabriel (which is used in slow classes although a Junior High School text)
4. Faulkner and Kepner
5. Fite
6. Forman
7. Guitteau
8. Hamm, Bourne and Benton
9. Hulbert
10. Jernegan, Carlson and Ross
11. Muzzey
12. Wertenbaker and Smith
13. West

Inasmuch as only the latest editions of these 13 textbooks were used—none earlier than 1930—and inasmuch as these books repre-

sent half of the total number of secondary American history textbooks published or revised in the last decade, the results of the present study should be of more than local significance.

The textbooks were analyzed with reference to 15 problems of contemporary American life which were drawn from the report of President Hoover's Committee on Recent Social Trends and likewise found in the works of outstanding social scientists over a period of years. The social problems thus selected represent those not only of the present generation as indicated in Recent Social Trends but also problems that have been persistently before the American people for many years. The following are the 15 problems as referred to in Recent Social Trends:

1. Conservation of Natural Resources
2. Labor
3. Transportation
4. Farm Problem
5. Business Organization
6. Graft and Corruption
7. Representation
8. Propaganda
9. American Imperialism
10. Prevention of War
11. The Arts (American Culture)
12. Education
13. Women
14. Racial Problems
15. Immigration

## II. CRITERIA

The following were some of the quantitative criteria applied to each of the 13 textbooks under consideration:

1. How much space, considered in terms of pages, is devoted to the treatment of each problem throughout the entire period of American history?
2. How much space is devoted to the treatment of each problem in the period since the War, i.e. since 1918?
3. How much space is devoted to the treatment of each problem since the beginning of the present crisis, i.e. since 1929?
4. How does the amount of space devoted to these problems compare with the amount of space devoted to the wars of American history?

The following were among the qualitative criteria applied to the textbook content under consideration:

1. Does the author treat the subject as a major problem of contemporary American life?
2. Is the content provocative of critical thinking with reference to current issues and controversial elements relating to the problem?

These qualitative criteria, based on internal evidence, provided an indication of the value of the material presented in contributing to the understanding of a problem in its present-day aspects.

## III. CONCLUSIONS

In presenting conclusions, it must be emphasized that there is no intention to praise, condemn, or even characterize any textbook referred to. Nor is there any intention to imply approval or disapproval of the particular attitude or point of view of any textbook written on any problem whatsoever or on any phase or period thereof. These conclusions relate only to the objective evidence disclosed through the use of the criteria indicated without regard to any other considerations.

It should be understood that the conclusions with regard to these books relate to only one objective in the teaching of American history, namely the presentation of a basis for the understanding of the major problems of contemporary life. It should be stated also that the emphasis in this study is on social information and knowledge to the exclusion of other attributes. Full cognizance is taken of the possibility that somewhat different results might have been obtained with the use of different materials or even with the same materials in the hands of another investigator due to the inherent difficulty of excluding all subjectivity, particularly in dealing with qualitative considerations.

## IV. QUANTITATIVE CONCLUSIONS

The following are the more im-



portant quantitative findings of the present study:

1. On the average, a total of 157 pages is devoted by each textbook to these 15 problems throughout the entire period of the history of the United States. Five of the 13 textbooks are above this average; namely the textbooks of Beard, Casner, Faulkner, Hamm and West. It is of interest to note that the range among these textbooks is from 83 pages to 263 pages. In other words, some textbooks devote more than three times as much space to these problems as do others. In terms of percentage a range of from 14% to 30% of the total textbook content is devoted to the treatment of these problems from the beginning of our national history.

2. On an average, less than one-fifth of the total space devoted by these textbooks to the 15 problems, deals with the problems in the period since the world war. The average number of pages devoted to all of the problems since 1918 is 30 pages although the range among these textbooks is from 7 pages to 94 pages. In the case of the extremes just mentioned, one of the textbooks devotes approximately 13 times as much space to the 15 problems as the other textbook.

Faulkner, Forman, Guiteau, Hamm, Muzzey and West devote more than the average number of pages for these 13 textbooks to the

problems in the period since 1918.

A majority of the 13 textbooks have absolutely no material on some of the problems since the war. This is true of the problems of race, conservation and culture. Other problems that are generally slighted by these textbooks are those dealing with women, corruption, propaganda, education and representation. It seems reasonable to conclude that the failure of a textbook to include any material on a problem since the war, renders at least negligible the possible contribution of that textbook to the understanding of the problem in its present setting. Furthermore, it would hardly be rash to add that a textbook with only 7 pages devoted to all 15 problems in the period since 1918 could hardly be expected to contribute anything significant toward the understanding of any one of these problems.

It is of interest to note that only one of the textbooks analyzed contained material on every one of the problems for the period since the war.

3. On an average, one-twentieth of the total space devoted by these textbooks to the problems under consideration, deals with them in the consideration of the effect of the present crisis, in focussing attention on contemporary problems of American life—also by the fact that the latest edition of each of

the 13 textbooks was used; none earlier than 1930.

The average number of pages devoted by the textbooks to all 15 problems since 1929 is 8 pages—the range for these textbooks being from zero pages to 32 pages. Faulkner, Forman, Guiteau, Hamm and Jernegan devote more than the average number of pages indicated to the problems in the period since 1929.

With reference to 10 of the 15 problems, the majority of the 13 textbooks have no material at all for this chronological period. The evidence also indicates that 6 of the 13 textbooks have practically no material on any of these problems with the date of the edition unrelated to the conclusion mentioned.

Although not one of the textbooks has material devoted to each of the 15 problems in the period since 1929, four of the textbooks contain material on 10 or more of the problems. These are the textbooks of Faulkner, Forman, Hamm and Jernegan.

The social problems dealing with women, race, education, and the arts or culture are slighted with reference to space allotment in all 3 chronological periods mentioned.

4. It is of interest to note that the textbooks analyzed devote about as much space to the wars of American history as they do to the content devoted to the historical backgrounds and recent develop-

ments of the problems under consideration. An average of 18% of the total space of these textbooks is devoted to wars with 22% of the space given to the 15 problems. It is noteworthy that a majority of the textbooks devote more of their space to wars than to the presentation of these problems of American life. One author, in fact, devotes twice as much space to the wars. On the other hand, four of the textbooks devote more than twice as much space to the 15 problems; namely, those of Beard, Faulkner, Hamm and West. Incidentally, the textbooks devoting the least amount of space to wars devote the greatest amount of space to the social problems.

5. A comparison was made of the relative amount of space devoted to these problems by the unit type textbooks and by the textbooks organized along more traditional lines. The unit histories analyzed were those of Casner, Faulkner, Hamm and Jernegan.

The evidence indicates that the unit histories devote more space, on an average, to these problems than do the other textbooks considered here; the figures being 202 pages and 138 pages respectively or 25 and 20 in terms of percentage of entire textbook space. The difference in space allotment is more pronounced in the later chronological periods considered, with the unit histories devoting more than twice as much space to



the problems. Considerably less space is devoted to wars in the unit histories.

It must of course be recognized that the conclusions just stated relate to only one of *many* important factors that must enter into any consideration of the relative merits of different types of textbook organization.

The following are the general conclusions drawn from an analysis of the qualitative evidence:

1. Most of the textbooks fail to treat a majority of the problems as major problems of contemporary American life.

Only one textbook treats every one of the 15 problems as an important contemporary problem.

Beard, Faulkner, Forman, Hamm and Jernegan are the only authors to stress the contemporary importance of a majority of these social problems.

2. The problems of imperialism, immigration and war prevention are the only problems treated as major contemporary problems in all 13 textbooks. The labor, farm, representation, and conservation problems are the only others so presented in a majority of the textbooks. The contemporary importance of the problems of education, business organization, arts, women, transportation, corruption, and propaganda is unrecognized in a majority of textbooks.

3. Most of the textbooks, here represented, do not treat a ma-

jority of these problems with reference to specific current issues while several textbooks neglect practically all of the problems in this respect.

Faulkner, Hamm, Jernegan and West are the only authors to treat a majority of the 15 problems in a manner calculated to provoke critical thinking with reference to related current issues and controversial elements.

A few examples will suffice to illustrate the nature of some of the issues introduced.

Thus only 5 of the 13 textbooks call attention to specific issues relating to present-day labor problems. Hamm discloses differences of opinion relating to the child labor amendment. He also points out various criticisms of the injunction as used in labor disputes. Faulkner points to criticisms of the injunction and also to the dissatisfaction of some with the conservatism of the American Federation of Labor. West attacks various aspects of industrial strikes and also interprets the labor problem as a class struggle. Jernegan focuses attention on the problem of technological unemployment and on the issue of national planning—while Hulbert also raises the issue of the injunction.

With reference to the problems of race only 4 authors present current issues. Ashley raises the question of the present status and future of the negro in American

life. Hamm induces critical thought regarding lynching and race rioting, the Jim Crow system in the South, the disproportionate share of illiteracy among Negroes, and the discrimination against the Japanese in our immigration policy.

Faulkner not only treats of current issues relating to Negroes, Orientals and Jews but also deals with the causes of racial friction. Wertenbaker raises questions relating to anti-Japanese sentiment in the far West today and also gives consideration to issues relating to the Jim Crow system, Negro education, and the elimination of the Negroes from politics in the South.

Hamm and Jernegan are the only authors to introduce such material in connection with the problems of propaganda. Hamm raises the question of the influence of advertising on newspaper policies. He also indicates the dangers of propaganda by big business interests.

Jernegan deals realistically with the problem of propaganda introducing five specific issues. He emphasizes the widespread standardization of newspaper materials, the political, sectional and class prejudices of newspapers, the effect of advertising and circulation factors on the discussion of important issues, the influence of the movies in shaping the American mind, and the dangers inherent in the autocratic control of radio broadcasting.

Similar data with respect to the other problems could be given if time permitted.

4. The problems of imperialism, immigration and war prevention are treated with reference to specific current issues by most of the textbooks. A majority of the textbooks fail to treat the other 12 social problems with reference to current issues or controversial elements. The internal evidence indicates that the social problems of education, race, arts, women, and propaganda are neither presented as major contemporary problems nor treated with reference to specific current issues by a majority of the textbooks.

5. It is particularly significant to note the number of specific current issues raised by the textbooks with reference to these 15 problems. In all, 169 issues are introduced by the 13 textbooks. Two textbooks raise almost half of this number or almost as many as all of the others combined. The average number of issues raised by all of the textbooks is 13 with Faulkner, Hamm, Jernegan and West the only textbook authors to present more than this number of specific current issues relative to all 15 problems combined.

6. It is to be noted that the problem of imperialism stimulates the largest number of specific issues; 35 to be exact. Other problems inducing the introduction of critical and controversial current



elements with some degree of frequency are the problems of immigration, prevention of war and business organization with 18, 17, and 14 specific current issues respectively raised by all of the textbooks combined. The problems of corruption, conservation and the arts have the least number of such issues with 4, 5, and 5, respectively raised by all 13 textbooks.

#### COMPARISON OF QUANTITATIVE ELEMENTS

A comparison of the quantitative and qualitative results of this study discloses the following:

1. The textbooks which rank the highest in the total number of pages devoted to these problems from the beginning of our national history also rank the highest with respect to the number of problems treated as major contemporary problems, the number treated with reference to specific current issues, and the number of such specific issues raised.

2. In general, the textbooks with the least amount of space devoted to the problems in recent years raise the least number of specific issues relating to the present and future. However, the amount of space devoted to the problems in recent years bears no direct relation to the number of issues presented, inasmuch as textbooks with similar page totals for this period differ greatly in the number of specific current issues raised.

3. In general, the problems of propaganda, race, women, arts, graft and corruption, and education are slighted with respect to both quantitative and qualitative considerations in current secondary American history textbooks.

4. In general, the textbooks that devote more total space to wars than to all 15 problems fail to treat a majority of these problems as major contemporary problems or to introduce specific issues or controversial elements dealing with present phases of most of the problems.

5. In general, it may be concluded that students using the textbooks analyzed in the present study will learn something about all of these problems but will learn little about most of them in relation to the contemporary period that will be of assistance in the understanding of present issues and controversial elements that citizens will need to possess.

#### EDUCATIONAL IMPLICATIONS

1. The conclusions of the present study point to the need of devoting more space in secondary American history textbooks to major problems of American life with emphasis on present day aspects, issues and controversial elements. This may of necessity imply less space to the treatment of wars which in spite of modern desirability consumes almost a fifth of the total amount of space in the average textbook.

2. In order to insure the proper emphasis on major problems of contemporary American life, new departures in textbook writing may be necessary. The presentation of a subject, topic or unit in American history might well be initiated with a consideration of present difficulties and controversial issues, proceeding from this point to a treatment of historic origins relating to present problems. While there is admittedly nothing original about the idea involved, it would nevertheless constitute a complete deviation from the present general practice of beginning with the distant past and never quite arriving at the present problem and its implications for American citizens.

3. In present educational practice, relating to the selection of history textbooks on the secondary level, too little attention is paid to qualitative aspects of content especially with regard to factors contributing to the development of civic and social understanding. At present there are no standards available for practical use based on the findings of educational and social research relating to such elements of content. Check-lists containing objective data of this nature should be made available for the use of supervisors and teachers of the social studies to assist them in selecting textbooks. Research divisions of school systems might well be concerned with this problem.

In large school systems particularly, because of the amount of money involved, there is a responsibility to the taxpayers to select and utilize those textbooks that will contribute the most to meet the needs of young citizens. For this reason, there should be more general awareness of the comparative qualities of the available textbooks on the part of administrators, supervisors and teachers directly concerned with the social studies. This, in turn, should result in a closer correspondence between the quality and frequency of use of available textbooks. The nature of the textbooks used in a school system might well be regarded as one criterion of the progressiveness of that system since it indicates the nature of the content provided for the consideration of its young citizens.

4. In communities where no courses in problems of democracy or problems of American government are provided—and where there is a reliance on the regular course in American history to provide for an understanding of such problems—it seems evident that such reliance is largely misplaced. Present courses in American history on the secondary level, judging from the content of the textbooks analyzed, are contributing little in this direction.

5. A necessity for the introduction of all sorts of stimuli, in American history classes, than can be of use to students in the consid-



eration of present social problems, would seem to be indicated. Young citizens should be exposed to newspapers and magazines of all viewpoints, and directed to plays, movies, radio and public events; as well as to all sorts of collateral reading materials in addition to the regular textbook.

A vital consideration would be omitted if attention were not called to the existence of pressures of all sorts operating to influence the content of textbooks in American history. It may well be, that the existence or the fear of minority pressures is in some measure responsible for the widespread failure to provide realistic treatment of social problems in the textbooks analyzed. There seems to be no question of the fact that textbook writers and publishers in view of sales considerations, may be hampered by regulations and restrictions adopted by Boards of Education in response to pressures such as those described by Pro-

fessor Pierce (Public Opinion and the Teaching of History). The effect of an official prescription such as the following on textbook writing is not difficult to understand—"As far as possible, the writer of a textbook should avoid controversial topics. The public schools are maintained by the public funds. The taxpayers are of various creeds and political beliefs. Their feelings must be respected."

To conclude, the evidence from the present study would seem to show that the phenomenon just indicated need not be a serious obstacle to the proper presentation of social problems. The fact that innumerable present-day issues of a controversial nature were introduced into the textbook content analyzed—implies perhaps that the manner of presenting controversial problems is the *all-important* consideration.

MICHAEL LEVINE.  
New Utrecht High School.

## MY THEORIES OF ART TEACHING\*

WHAT are my theories of art teaching? In this chameleon-like world one hesitates to state any theories to which he may have to subscribe on the morrow. Therefore, any ideas

that I may express in this matter are valid, in my opinion, today alone. For the changing conditions of tomorrow I should want to feel free to revise, to discard or to restate my theories.

The "pedagogical" bug to plague our practices in art teaching has gotten us into some sorry

messes. There are teachers, for example, who have fallen into such a rut that they sincerely consider the "contour drawing" exercises which they learned in their youth as the cure-all for the art problems of successive generations of adolescents. For them time has stood still. Equally in vogue because some of us seek a substitute for thinking, and equally fallacious, it seems to me, is the routine called "art structure". The practitioners of this system—and is this a system!—optimistically expect the art principles that the students learn after years of "breaking up" meaningless areas to carry over, accommodatingly, to all fields of meaningful artistic creation. They fail to see that to break up abstract areas—boxes as devoid of life-like association as the ultimate box—is to attempt to teach appreciation and expression, emotional qualities, by the obsolete grammarian's method. Skeletonized art fundamentals are hardly likely to help warm the emotions. Of the 57 Varieties, another teaching method shows the impact of current social-economic thought. Its proponents, democratically-minded, would daub the spontaneous combustions or drawings of every six-year-old as a "find", although these same teachers would be the last to do so in the arts of literature or music. Just as limited, it would appear, is the outlook of those who in their own opinion

are so fully competent that they would bring up every child in their own image . . . Collectively, these schools of thought may have merit; singly, as a method of teaching art, they are at best but short-cuts, not to art, but to Armageddon. Proof of this are the stereotyped products of these methods.

A good theory of art teaching must take cognizance of where the students are and where, for their own particular well-being, they hope to go. Such an hypothesis presupposes a combination of methods rather than any single variety. All our students, fortunately, are not yet cast in one mold.

To give pertinency to my theories on the subject let me restate the goals of art teaching as I see them. In teaching art, we are concerned, I believe, with increasing the enjoyment and awareness of our boys and girls to the beautiful things of their real and imaginative worlds to the end that they will reflect their art interest in their dress, their manners, their work, their hobbies and their surroundings, at home and in school. We are interested in encouraging and aiding our students in creative expression for the pleasurable, practical and expressive opportunities and adventure that art may offer them. And in the attainment of these objectives we have tended to emphasize genuine per-

\*A reply to a query by Professor Geo. J. Cox, Chairman of the Art Department, University of California.



sonal expression in the certain present rather than preparation for an ephemeral future. We have done this in the belief that those students are best fitted for enriched adult life who have lived most fully in their progressively intervening years.

Again, what are my "methods of art teaching?" Generally they differ with different students—the assertive and the bashful; with different problems—technical and expressive; and in different times—first and tenth project. That consideration is about the only consistent thing in my teaching because I have observed that different methods have been equally productive of good results. On the other hand, I have learned from personal experience and observations that successful attainment in art teaching bore a direct relation to the *enthusiasm*, the catalytic agent, the teacher himself, had for the problem and for the child. Therefore, by use of a wealth of illustrative material both from the work of the masters and previous students, I have painstakingly sought to excite the ahs and awes of pupils (and myself) as a

preliminary step to every problem. I have tried to do my teaching in an atmosphere of free play, and whatever the method, in a background, the room, which as nearly as possible objectified the tenets of good taste and creation that I have sought to encourage in the student. To stimulate the timid and to encourage open-mindedness I have permitted flexible standards to guide us, and although I use comparisons to enable the students to discover fundamental art values for themselves, I have emphasized the love of beautiful things for their intrinsic worth rather than for their comparative superiorities. And I have found it helpful to ask myself what judging, dreaming or doing was done because of the problem in hand that would not otherwise have been encouraged.

From this you will have deduced rightly if you conclude that for me, there is no METHOD of art teaching but a repertoire of methods, each of which or combinations of which are best on different occasions.

LEON FRIEND.

Abraham Lincoln High School.

## A WEEKLY UNIT PLAN FOR SLOW ENGLISH I STUDENTS

### THE STUDENTS AND THEIR PROBLEM

This plan has been used with students having a low I.Q. (be-

tween 70 and 85), with an average sixth grade reading ability (Haggerty Tests), who have failed English I for the second time. As a general rule, these students are

more mature than the average first grade student. They remain in school because they are not old enough to leave or because they cannot obtain employment. They are not interested in culture. They have, however, come to believe in the value of a little extra schooling, and are now convinced that a little more learning will earn dividends when they are ready to seek a position.

Their interests lie almost entirely in their present amusements or their future vocations. Almost all these students come from poverty-stricken homes and realize the importance of a job. To them it means more than independence; it means bread and butter for a whole family. They judge the value of any subject in terms of future usefulness. Fol-de-rols, such as literature, are merely to be tolerated, especially if the stories are improbable or fantastic. They do like short stories of the modern type which present few vocabulary difficulties, such as are found in "New Narratives", collected by Blanche Colton Williams.

### THE EVOLUTION OF THE WEEKLY UNIT PLAN

The first essential of this plan is a ten period English class, instead of the usual five periods per week. This gives the teacher sufficient time for concentration on group weaknesses, such as reading,

and also allows for attention to individual pupils. Teacher and pupil can become well acquainted in a short time.

With more than eighty minutes a day in one class at a stretch, some plan to interest these students had to be devised. In order to stimulate and retain their attention, a weekly unit plan was formulated. The week's work, which includes all the necessary elements, (grammar, literature, composition, oral expression), is centered upon and revolves about some one topic of interest to the class.

On Friday, the "Coming Attraction" is announced. A Chairman is chosen and illustrations for the bulletin board (a sheet of cardboard 18 by 25) are solicited. A new bulletin board, displaying at the top the subject title of the week, is added every Monday to the collection already on the walls. The contributions, which include not only pictures pertinent to the subject, but also articles relating to it, are brought in by members of the class, and sorted and arranged on the board by the Chairman.

On Monday, the topic is discussed and the weekly assignment made. The homework is thus outlined at the beginning of the week. The assignment covers the literature lesson for Tuesday, the composition topic for Wednesday, the written report for Thursday, and the oral reports for Friday. After the assignment has been given and



discussed, Monday is given over to grammar and usage.

Tuesday is spent on the literature lesson. Whenever possible, a story which has some connection with the weekly topic is chosen. For example, during travel week, we read "Home is the Sailor", by Bill Adams\*; for Pet Week, "The Wuthless Dog", by Franklin Holt\*\*. The first half of the period is devoted to vocabulary. The words studied are either those they will encounter in the story to be read, or simple words whose meaning they should know but actually do not. The paucity of their vocabulary is appalling. All sorts of games and devices must be employed to enlarge their command of the language. Usually, the story assigned is read aloud during the class period. This may seem a waste of time, but when a story is read at home, those who read it understand very little.

On Wednesday, the compositions are written in class. As each student completes her paper, she brings it up to be corrected and discussed in a private conference with the teacher. The choice of topics is limited to some phase of the weekly subject. Thus, during Christmas Week, they may choose to write about the gifts they are giving their friends or those they would like to give had they unlimited funds. During Beauty

Culture Week, they could write on either the care of the hair, the nails or the skin.

When this is completed, the student selects a magazine from a shelf (Saturday Evening Post, Pictorial Review, McCall's, Ladies Home Journal, Woman's Home Companion, The Girl Scout Magazine, called The American Girl), returns to her seat and reads. The purpose of this reading is threefold. First, it is an excellent way of obtaining complete quiet while the conference of pupil and teacher is being carried on. Second, in recognition of their inclination towards periodicals, it is an effort to draw them away from the sensational type of "Confession" magazine and direct them toward the better type of home magazine, which is still not too far above their heads. Third, the class becomes a remedial reading clinic. The students know that within two weeks they will be called upon to write or tell about what they have read.

The correction of individual papers has proved extremely effective. Sentence errors, especially run-on sentences, have been cut down to a minimum and the spelling has improved. The compositions are short, but sensible, probably because the students are interested in the subject matter.

The week's work centers about the written report which is due on Thursday. This is, in reality,

another composition written at home, requiring some outside reading or discussion. All week the students gather the material. Thus, during "Applying for a Position Week" they were required to interview several friends. This resulted in a report on "How Someone I Know Obtained a Position". These reports are read aloud in class, and only the flagrant errors are corrected. The emphasis is laid almost wholly on substance, not on form. There is enough time in the double period on Thursday to hear every girl's report, and usually we find time for two or three remedial reading tests.

On Friday, each girl is given an opportunity to talk about some phase of the weekly topic. If any time remains, the teacher reads some short and simple story, poem, or article related to the weekly topic.

#### TOPICS CHOSEN

The topics are chosen with an eye toward student interests and needs. We started the term with "Good Manners Week". After the weekly assignment had been announced and discussed, the question arose as to the relation between grammar and good manners. Upon serious consideration, the class decided that grammar, or usage, was of some importance as a factor in correct social behavior. Since then there have been no

groans when the grammar lesson approaches on Monday.

After solving vocabulary difficulties, we read several chapters in "Everyday Manners", which served as the literature lesson for that week.

On Wednesday, the composition topic dealt with social letters, invitations, and acceptances, with the emphasis on form.

In the written report of the week, some of the pupils delved exhaustively into the problem of introductions, while others wrote a panegyric on table manners, or the perfect hostess. They obtain their information from magazines, newspapers and books. The school librarian must be warned a week in advance by the teacher, so that when the horde descends upon her she is ready with references, books and articles.

Friday was given over to oral English. Each student made her debut with an example of good manners she had recently observed.

"Good Manners Week" was the beginning. Among the high points that followed during the term was the oral English period during "Applying For a Position Week". At this time, the students worked in pairs, one girl acting as placement manager, the other as job seeker. The questions asked and answered, as well as the manners of the student "applicants" were a revelation—they knew that hair and nails must be neat and

\*"New Narratives"—P. 3.

\*\*"New Narratives"—P. 153.



the voice low and clear; they even knew they must not cross their legs.

During "Home Decorations Week" the written report showed that they had become fascinated by the possibilities open in furnishing a three room apartment on a three hundred dollar allowance. Nothing was forgotten. Pots and pans, curtains and radio, even breakfast dishes were chosen in their enthusiastic report.

Of course, "Motion Picture Week" proved to be one of the most popular. That week's bulletin board is especially attractive. Instead of film favorites, the girls responded with interesting "shots" of studio interiors.

There was great excitement during "Radio Week". The oral English assignment called for an "amateur hour". The Chairman was Master of Ceremonies, and introduced the girls (to the audience). There were two original sketches, one comedian, a tap dancer and several crooners. Girls who had been shy when called upon to recite, blossomed into solo singers without fear of a "gong".

During "Beauty Culture Week", they discovered "Skin Deep",

which they read aloud with a great deal of interest and shocked surprise.

Among other tried and successful weeks, were "Travel Week", "Current Events Week", "Famous Men and Women Week", "Favorite Book Week", "Xmas Week" and "Review (for Midterms) Week".

#### CONCLUSION

Grammar, literature and composition as abstractions, are abhorrent to these low I.Q. students. The weekly unit plan, by putting these elements into real situations, not only gains the students' interest, and increases their knowledge, but also prepares them for a suitable place in society. Applying for a job, making social contacts, getting married, and furnishing a home, and making oneself attractive are all a part of immediate and future needs. In making it clear to the student that the elements of English are an essential part of a complete and happier existence, we take a step forward in the education of these slower minded children.

RAE CHAMBERS.  
Girls Commercial High School.

### A GUIDANCE PROJECT AT THE BROOKLYN TECHNICAL HIGH SCHOOL

During the past term there has been presented via the public ad-

dress system in this school a series of talks on choosing a course of

study. These talks have been received by all boys in grades I to IV. We expect to continue this plan in succeeding terms so that boys will be better prepared to take the important step of choosing a course of study.

Before discussing this program further it will be well to present the background so that the general situation at Brooklyn Technical High School may be understood.

The problem of vocational guidance at Brooklyn Technical High School is one peculiar to the school in that we are dealing with a rather homogeneous group of boys whose interests all lie in the fields of technology. There are two groups of students, those who plan to continue their education in engineering colleges and those who will enter industry immediately after graduation.

This classification is not in any sense an ability grouping as the highest ranking students may be found in the technical college preparatory course or in any of the various special technical courses, which are, art, architecture and building construction, chemical, electrical, mechanical, and structural.

It should be made clear at once that the admission to Brooklyn Technical High School of students from the more able of those completing the lower schools is not simply a scheme to gather into one

organization only desirable students. It is a fact that the engineering college makes severe demands upon its students. It is also true that the percentage of mortality among engineering students is very high. Figures published by the Society for the Promotion of Engineering Education show that although 60 per cent of engineering freshmen come from the highest third or the honor roll in their high school graduating classes, 40 per cent of them do not survive to enter the sophomore year. This may be compared with the 2.12 per cent of Brooklyn Technical High School graduates enrolled in 55 engineering colleges who failed to make the grade into the sophomore year. Further, for a high school graduate to enter the various fields of technology and not find himself in a blind alley occupation will demand considerable ability. An adequate preparation for either engineering college or industry will require a course rich in mathematics and applied science and experience indicates that only well equipped students can cope with these subjects. It would be a grave mistake to admit the student who is not serious and who has not a definite mathematical bent.

All students pursue practically identical courses during the first two years at Brooklyn Technical in order to provide an adequate basis for election of the technical op-



tion for the third and fourth years. The work of these two years is not only foundational but exploratory. Vocational guidance thus becomes an important factor in the curriculum during the first and second years. There are many elements which enter into the guidance aspect of the instruction. Industrial Processes, shop work of various kinds, mechanical drawing, and freehand technical sketching, technical mathematics, industrial chemistry, civics, English, and extra-curricular activities contribute in varying measure to an understanding of the opportunities and requirements in the field of technology. They provide an awakening or a deepening of the boy's interests. Sometimes the boy will discover in this try-out period that he has only a passing fancy and no real ability or inclination for the work of the engineer and technician. He can then transfer with a minimum loss of time.

With this general situation as a background it was felt that there was need of a definite program of group guidance before students should make the final selection of a course of study. These courses in operation at Tech are at present technical college preparatory art, architectural and building, chemical, electrical, mechanical, and structural. Aeronautics and vocational music with application to theatre and studio operation may

soon be added as facilities become available.

Our auditorium permits the grouping of the upper grade students for an assembly while the lower termers are in their home rooms where they may be addressed by means of the public address system. On the succeeding morning this arrangement can be reversed and upper grade students can be reached by their advisers for a more extended period than the usual home room period.

Taking advantage of this situation, a series of talks was presented by teachers and chairmen experienced in the various fields of engineering. The outline followed in these talks was uniform for the terminal courses and is as follows:

1. Physical environment in which work is carried on
2. Health and personality requirements for success
3. Description of some typical projects in the practical work.
4. Proficiency in which subjects or what particular interests or aptitudes, would indicate success?

Pupils were given advance notice of the talks by a letter and an assembly announcement by the principal. A special notice went to fourth grade pupils. In this notice Mr. Colston said in part:

"I am tremendously interested

in your future. A very important decision is to be made when you choose the course of study for the last two years of school.

"We shall have various speakers tell about certain activities in practical life. I would like you to take notes on what these speakers have to say in sufficient detail so that we may know that you have the full message.

... "Before you write your theme concerning your final decision as to course of study, please consult your parents and your teachers, because it is a very serious matter that you have to decide and you should not give an off-hand decision in something that is so vital.

"Remember this whole effort that we are making now is for your well-being. Coöperate with us to the extent of your ability."

A notice accompanied this letter giving students an outline of the talks so that they might more profitably listen and take notes. Translated into the students' vernacular the outline which the speakers used becomes:

1. Where is the work done? i.e. shop, office, drafting room, laboratory, field.
2. What handicaps should dissuade me from choosing this course?
3. What kinds of work would I do as a graduate of this course?
4. Good marks in what sub-

jects or what particular interest or abilities should influence me in choosing this course?

For the technical college preparatory course which enlists about one-half of the students in the upper two years, the outline was of necessity different. The speaker for this course used the outline below:

1. Classification of students into three groups
  - a. Those sure they are not going to college
  - b. Those sure they are going to college
  - c. Those undecided
2. Advice to each group as to choice of course and subjects
3. How and when to select a foreign language
4. The importance of good marks for college admission
5. The importance of a clean character record
6. The outlook for the technical college preparatory group

The talks began on December 10th although an earlier date would have been desirable and we plan to have these talks earlier in the term when we repeat the program.

Talks lasted approximately ten minutes, and the series was completed on December 18th.

While all students in grades I to IV, inclusive, heard the pro-



gram, only those in grade IV wrote the theme above referred to.

The outline which was followed for this theme was slightly different from the one above partially because of the different viewpoint the student had when the series of talks had been presented, his investigation had been made and he had reached a decision.

The outline for the theme was also rather broader in scope than the speakers outline and allowed latitude for choice of occupation other than that directly prepared for it at Brooklyn Technical High School and for other factors to affect the decision.

The theme outline follows:

1. What do want to be?
2. What aptitudes have you for this profession or occupation?
3. What training is necessary?
4. Can you afford this training?
5. What opportunities are there in this work?  
(Not necessarily jobs, but kinds of work for different abilities)
6. What further information do you wish?

These themes were corrected as an English exercise and sent to the home room teachers for their comments. Home room teachers were asked to be on the lookout for any choices which seemed to them illogical for any reason, such as physical handicap of the pupil

or slowness in a particular subject. The themes were then turned over to the group advisers for final approval. Unless there are obvious indications of the unsuitability of a student's choice the decision rests with him and no effort is made to direct him into a given course. Despite this fact, the percentage of students choosing the technical college preparatory group and those choosing the various technical electives remains about constant.

Students were invited by the various speakers to visit the chairmen's office from where they were taken on a tour of inspection of the shops, laboratories, drawing rooms and other special facilities of each course.

Between the last speaker's talk and the writing of the themes there was a question and answer period given over the public address system so that all could benefit. Many of these questions were interesting and stimulating. They were answered as fully as time permitted.

We see an awakening of interest on the part of both students and teachers in this important matter of choosing a course and we expect a more thoughtful attitude toward the problem because of our program.

HAROLD E. TAYLOR,  
Group Adviser.  
Brooklyn Technical High School.

## REVITALIZING AN INDUSTRIAL HIGH SCHOOL

MOST teachers take for granted, almost as much as the air they breathe, the innumerable curricular and extra-curricular activities that give color and life to their particular school. The battle for the inclusion of these so called "frills and fancies" has been fought and won long ago and where is the school nowadays that does not have such activities as a general student organization, assembly programs, an orchestra, clubs of all kinds, athletic teams, and a host of similar interests. All these, of course, are often the main influence that coördinate the life of the student with the world around his school. This is now so commonplace as to be platitudinous, yet here and there we do find an organization still clinging to the educational tenets of our fathers' days, and that has not yet surrendered to the philosophies of today. It is when one of these schools is reorganized in the light of present day practice that the teacher has the rare privilege of participating in the experiment of introducing and evaluating the ideas that are now so commonly accepted.

Industrial high schools are now coming in for a great deal of attention, although they have been

in operation in this city since 1909. They are now in a state of flux due to new standards set up by the State and to the economic conditions of the past seven years which have lessened the need for the continuation schools. It is of one of these vocational schools that I am writing. Heretofore its faculty and student body had gone through a forty-period week, year in and year out, with very little outside interest to vary the regular routine of shop and class. With the homogeneous, middle class type of student this school attracted until several years ago this so called old fashioned program worked satisfactorily enough, but of late a drastic change in the type and character of students attending this school has forced the reorganization I am alluding to. Adopting the theory of willing student participation as the best way of training character, we are now attacking the problem of coördinating the activities of an underprivileged, and mixed body of all races, creeds and colors to the end that they may be supplied with some sort of an answer to the demands of their particular needs. Basic to all we are, of course, continuing their trade training with, however, a complete revision and ap-



praisal of the curricula in the light of the new program being tried.

It may be of interest to the readers of HIGH POINTS to give some details of our attempts at this social coördination. Our experiment is still young and we cannot as yet claim for it the fullest success. So far, despite inevitable difficulties the results have been very encouraging.

1. The reorganization of the school began in September, 1935. Almost immediately assembly programs were instituted with the idea of training the heterogeneous student body in ordinary manners of assemblage as brothers and equals, a training very much needed. The faculty member in charge was instructed to bring in as much of the outside world as possible in the form of lectures, motion pictures, demonstrations, and so forth. The fact that this is a vocational school was kept ever present in mind and industrial films were brought in as one way of showing the future mechanics of the kind of world in which they would have to work. Many instructive and intensely interesting films have been shown, some of them with sound, by representatives of the automobile industries, the public utilities, the food industries, the newspapers, etc. Of course, in this connection, the vexed question of propaganda inevitably crops up. It must be said, in all fairness, that very little at-

tempt has been made by any of these concerns to influence the minds of these boys in favor of any definite theory of ownership or government. It is true that some of the films carried a bit too much advertising, but this was counteracted by presenting the products of rival concerns. Besides these outside agencies members of our own faculty have voluntarily presented programs of their own, which in some cases were superior to the imported ones. Among these may be mentioned a spectacular demonstration of high voltages staged by one of our electrical shops, a splendid safety lecture in rhyme illustrated by home made lantern slides, and a Mark Twain centennial program presented by the English department that was really enjoyed by the faculty and student body.

2. An orchestra has been organized and trained by one of the faculty. Programs of music were presented at Thanksgiving and Christmas time and good service was rendered at the commencement exercises. Besides this, harmonica bands have been trained with good results.

3. February saw the first time in many years that a graduating class was brought together for the presentation of diplomas with parents, relatives and friends made welcome. Whatever one may think of commencement exercises it is a worth while goal for these

boys to shoot at and an emotional experience that should certainly not be denied them.

4. No student organizations of any kind were in existence. Under the guidance of a faculty member who did some research on the subject, a general student organization was set up with dues at a nominal figure. Though this is still too young for any definite report, results so far have been encouraging. Nominations and elections of the usual officers were held and run off quite smoothly. It was revealing to note the conduct of the boys at the general assembly held to hear the speeches of the various candidates. Boys who had heretofore been diffident and inarticulate got up before the entire school and with ease and confidence presented their qualifications for office.

With the experience gained this term, this student club should prove of immense help in instilling those ideals of self government and discipline our boys must carry

away with them if our form of democratic government is to survive. As a step further in this direction we are looking forward to organizing various clubs, as suggested by the students themselves.

5. While intra-mural athletic activities have always been in evidence, this term for the first time a basket-ball team representing our school engaged another high school in competition. At the beginning of last term, there being no money available, and at their own suggestion the faculty contributed one per cent of their monthly checks and with this money outfitted a basket-ball team which is now a part of the vocational school league of the P.S.A.L. Baseball and track teams will be encouraged as well as other athletic activities that seem desirable.

These are the high lights in our endeavor to relate the activities in our school to the life of the world about us.

BENJAMIN J. STERN.

New York Industrial High School.

## WHAT THE SCHOOLS AS CONSTITUTED AT PRESENT CAN DO FOR THE LOW ABILITY PUPIL\*

### I. CHARACTERISTICS OF THE LOW ABILITY PUPIL

The dull normal pupil who constitutes in all likelihood about

\*Delivered before Panel I of the meeting of the High School Teachers and High School Principals Associations, February 29, 1936.

20% of the present high school population can be recognized by specific characteristics and qualities. He has a low I. Q., usually ranging in the group including I. Q.'s of 90 and under. His reading ability in all subjects where reading is required for mastery and



progress is undeveloped. He has constantly found himself at the bottom of every group in his school life with the result that he is the victim of a sense of defeat and shows avidity for approval. He is uninterested in school activities; his span of attention is short; he has no scholastic desires; he makes up for his deficiencies in school life by being realistic and shrewd; he is most pragmatic in his reaction to all that is presented to him as desirable. He is quick to evaluate in terms of his own experience and his own narrow vision that which is stressed as having specific disciplinary and content values. He is frequently a behavior problem because of his sense of defeat and of habitual anti-school activities and attitudes. Groups of which he is a member show an exceptionally wide range in differences of attitudes and abilities.

## II. MEETING HIS NEEDS WITHIN THE SCHOOL AS IT EXISTS AT PRESENT

For this type of pupil three radical changes must be made in our high school curriculum. There must be a definite change in the content of the curriculum and the materials of courses of study. Methodology must be distinctly modified in terms of those characteristics of these pupils which make it impossible to use with them the practices and procedures

that our experience has taught us to be so effective with normal pupils. In the third place the whole administrative structure of promotion and retardation must be revised in terms of the physical and mental growth of these pupils as determined by age. A consideration of the high school diploma makes it obvious that they cannot be made significant to the low ability pupil. Health education, English—primarily as a tool and not as an artistic medium—and the social studies with emphasis upon immediate happenings form the fundamental subjects without which no course of education in the secondary school is justifiable. This pupil can be made to live and grow significantly in and through these subjects. Beyond these fields concentrated prevocational courses must be provided to begin no later than the eleventh year. Preliminary to such courses the pupil's program can, in the first two years, be completed with number work in a business practice course and scientific training through modified general science, biology and physiography. The variety of prevocational courses that any school can offer depends upon the equipment in the individual school on the basis of physical and teacher set-up. Concentrated year courses in business, secretarial studies, home making, mechanical processes, science projects, art and music can be offered in most of

our schools. Such courses can be arranged on a three period a day basis, completed by English, social studies, and health education.

The adjustment of methodology presents a teacher retraining problem. Teachers must learn how to develop reading ability in all subjects where reading is a necessary part of the learning process. They must realize that expressional ability is essential in determining the existence of reading ability and the improvement thereof. They must learn to ignore remoter objectives and teach in terms of direct values through immediate experience. Command of fact must be regarded as of least significance; skills and attitudes are of chief importance. Types of activity must be varied to meet a short span of attention; teacher resourcefulness is here at a premium. More than ever, constant reference to pupil experience in the home, community, and school must form the basis for comprehension; the appeal to remote returns or intellectual standards is unavailing. Since the sense of defeat must be removed, a liberal use of approval, the assumption of positive attitudes, the elimination of stigmatizing and discrimination must all be realized in practice. Correction of unsocial tendencies, the results of what has been done to this pupil in his school career, must be achieved through measures in the use of

which the teacher must become expert; the incorrigible and the totally uninterested must be removed for the sake of the 95% of this group who can benefit from the adjustments indicated. From the administrative point of view the problem with these pupils concerns itself largely with the removal of the failing pupil population from the regular courses. Any course offered to them should be of a non-retardation type; they go on from term to term in subjects where the prerequisite element is slight, with courses of study distinctly reduced in content and adjusted in difficulty so that they can benefit from the immediate contact with such materials, with fellow pupils, and with the teacher without too much insistence upon cumulative progress.

## III. WHAT SHOULD BE DONE FOR THESE PUPILS

The only valid solution of this whole problem in terms of pupil abilities and needs as well as the stake that society has in them is assumption on the part of the teaching profession of the right and duty to place pupils in courses that meet these individual and social needs and rights. Providing different types of schools with equipment and teachers trained in handling the type for which the particular school is built is the next step. Finally, since this problem



of handling the low ability pupil is part of the greater problem of handling pupils of varying abilities, the needs and rights both individual and social of the brightest

pupils must also be met.

FRANK A. SMERLING,  
Chairman, English Department,  
James Monroe High School.

## HOW CAN GUIDANCE GIVE MOST PRACTICAL SERVICE?\*

A PRACTICAL guidance service is one, I take it, that is derived from actual use and experience. That is not to say that it is not born of ideals and nurtured by visions of what ought to be rather than what is. It is to say that theories and speculations and paper programs that have not been subjected to the trial of experience in a real situation do not constitute a practical program, though they may have possibilities for one.

The guidance service under discussion is one that has been at work for three years. It is now in its fourth year. It represents an effective way of offering individual help to each of the 7,000 students of a particular school. I am sure that it does not apply in all its details to all schools of equal size. But, I am equally sure that it has certain essential characteristics that could apply to any school; characteristics responsible

for the practicality of the guidance service. Those characteristics are the subject of my talk. They are not exhaustive; there are others; but to observe the time limit set, these are selected.

### AN INTEGRAL FUNCTION OF SECONDARY EDUCATION

Guidance is, first, a field of specialization as unique and important as any other in the secondary school field, and as such requires the full time and undivided attention of qualified counselors. To provide for guidance as a side issue to some other school activity is to take the chance of its being incidental and casual, to say the least. Therefore, in Tilden High School, seven counselors and a placement assistant devote a minimum of seven hours a day to systematic, planned guidance service.

### AN ADVISORY SERVICE

Also, guidance is essentially an advisory service, not an administrative one. It does not organize, manage, or execute any but intra-office affairs. For example, the

counselor assists a student in arriving at a decision concerning his program of studies, but does not execute the program. The group known as the program committee does that, and is required to execute the program indicated, or report the reason for inability to do so to the counselor. This, as you can see, provides a basis for comparison between the needs of students and the school's facilities for providing them.

### A DECENTRALIZING AS WELL AS CENTRALIZING AGENCY

Again, guidance, though centrally controlled through a department of counselors, is the business of every teacher of the school. It is unthinkable that a well-rounded guidance service could be carried on by any group of specialists, however well qualified, without the active participation of the rest of the faculty. In addition to being a centralized service, guidance should be a purpose of the whole school that imposes duties upon every member of the faculty. Its influence reaches into classroom and club room, official class period, and administrator's office.

Responsibility for bringing about this decentralization of functioning rests with the guidance department. An example of the means employed to accomplish this is the consistent instruction of official class teachers, through a

series of small conferences, in subjects that require group guidance in the official class period; subjects such as program planning, study technique, personality development, school traditions. Even if a staff of seven counselors had the time to undertake group counsel in the official class periods, it would be highly inadvisable for them to do so because of the need for engaging the active interest of every member of the school in the guidance of pupils. Distribution of the work of group counsel is one of the ways in which the Tilden High School Guidance Department has engaged the coöperation of teachers.

### A CLEARING HOUSE FOR INFORMATION

The guidance service provides a clearing house for educational, vocational, and community information, as well as for all the essential information concerning students under counsel. The gathering of such information implies the classifying and indexing of it, and the dissemination of it through various means. The recording of data concerning students implies, of course, the use of the data. An important task of the counselor is to bring to bear upon one another the data concerning educational and occupational requirements and the qualifications of individual students.

\*Delivered at the Youth Conferences of the High School Teachers and High School Principals Associations, February 29, 1936.



## ITS FOCUS—THE INDIVIDUAL STUDENT

The practice of guidance is always focussed upon the individual boy or girl. To the counselor no administrative custom is necessarily a bar to accomplishing what is proved to be the best course of action for a student. The counselor must be able to modify rules because of information from parent, teacher, principal, juvenile court, judge, or other source, if the individual's case so demands. This policy requires thorough knowledge and excellent judgment on the counselor's part, and makes necessary the habit of viewing students as total personalities, with physical, social, emotional, and spiritual, as well as intellectual claims upon the school.

## A CONSTRUCTIVE AS WELL AS REMEDIAL SERVICE

Guidance should be readily available to all the students of the school—not only those who fail, or stay away, or drop out, or get into trouble. Boys and girls come for guidance because they want help in choosing a three year sequence, or a vocation, or a professional school, or social opportunities. Some of them come to find out how to meet and become popular with the opposite sex.

For the most part they come on their own initiative; but sometimes parents apply for them, or

teachers refer them, or a social agency asks help for them, or the guidance department identifies them as requiring counsel.

But, always they want help of some kind. And always if the service is a practical one, they get help. Though a guidance service cannot perform miracles, it can and does provide information about conditions, and interpretations of them, that make for adjusted attitudes and purposeful choices.

The major area of guidance in Tilden High School is educational planning, which in 'teen age boys and girls involves planning for a vocation. It is therefore only to a limited extent corrective, for it places its emphasis upon the advising of all the students of the school.

## THE FINAL OUTCOME OF GUIDANCE — ENVIRONMENTAL CHANGE

Lastly, though the focus of the day-to-day guidance service is the individual student, the long-term focus must be the school's offerings, curricular and extra-curricular. For, out of the work with thousands of individuals over the years are bound to come findings of great importance for the shaping of the school environment. The need for improved social life, for particular types of community help, for additions to the course of study, for changed methods of instruction, for coördination of

school agencies—these are samples of suggestions which may be rightfully expected of a guidance service—ones in fact which the Tilden Guidance Department has made. They imply a consciousness of the needs, interests, and capacities of the students of the school, a study of trends, and an attitude of research, and often research itself. A guidance service, then, converges upon individual boys and girls with an eye out continuously for opportunities to improve the school environment in their behalf.

## SUMMARY

To sum up the points made, a practical guidance service requires the full time of trained counselors; it is an essentially advisory, not an administrative function of the school; it involves every teacher and pupil of the school, working towards a distribution of knowledge and responsibility at the

same time as it emphasizes centralization of guidance control; it constitutes a clearing house for vital information concerning students, their educational opportunities, and the world of work; its focus is the individual boy or girl viewed as a many-sided but integral personality; its most fruitful area of activity is with the average, normal pupils with whom it works to encourage purposeful educational planning and vocational choosing; and its outcome for the school is the continuous adjustment of the environment to suit the nature and needs of the student body.

These are some of the broad characteristics of a practical guidance service that grow out of three and one-half years of experience in one school.

ELSA G. BECKER,

Chairman, Guidance Department.  
Samuel J. Tilden High School.

## PARENTS, SCHOOLS, AND COMMUNITY ORGANIZATIONS\*

THE school today is searching into the background of its pupils more than ever before for the causes that bring about the conditions which tend toward retardation in their school and social life.

\*Delivered at the meeting of the High School Teachers and the High School Principals Associations, February 29, 1936.

But, you ask, how may the school know of these factors? Today, it is within the reach of every teacher in the school where there is a home investigator.

If, through his school work or conduct, the pupil shows some evidence of being out of step with the other pupils, the teacher may



call upon the home investigator for assistance.

In days gone by, the parent was summoned to school and informed of any special situation involving her child, but it was soon learned that the school office was not the place to expect the parent to divulge much of the background of her family. Neither could the parent be convinced that the school was really trying to help when no outward effort had been exercised other than the interviews at school. How can a thorough understanding of conditions, under which a child may be struggling at home, be gained, unless a visit, and generally many visits, be made to that home by an interested and understanding representative of the school? Today, the home investigator, trained in the methods of approach, calls at the home of the pupil in the role of helpmate to the already over-burdened parent. Sitting, perhaps in the kitchen, the parent divulges piece by piece, the underlying facts, insignificant to her, but vitally important to the home investigator in effecting the solution of a difficult problem confronting the pupil. The facts gathered, in many instances signify to the worker that the conditions in the home must be remedied before any attempt may be made to deal with the problems of the pupil.

These visits to the home lay the foundation for a friendly relation-

ship between the family and the school authorities. The parents fully realize after these visits that real help is being offered them, and they are no longer hesitant to call at the school and relate their difficulties. The school too, is better able to understand after this friendly relationship.

After the fundamental factors are discovered, it becomes the duty of the home investigator to seek the necessary remedies. She may look to the school for some of them, but only to a limited degree, because many of the remedies can be secured only through the enlisting of outside agencies where the facilities for treating pupils can be obtained.

I have attempted to outline briefly the simple plan which is followed in bringing about the individualization of pupils and their problem, by linking the school, the home, and the remedial agencies into a friendly and helpful group, through the efforts of the home investigator.

A student groped his way into the office one afternoon in his senior year, and told me that he could not see, that he felt dizzy, and would like to go home. He could hardly find the seat next to my desk. This blindness must have come on him within twenty-four hours. The boy was so panicky that the only thing to do was to send for his parent and have him taken home. After he

got his equilibrium it was clear to him that he could not finish his senior term. The school did not just forget that a student had become blind and could not finish his course. The home investigator immediately began to find out the family history and follow up the contacts that had been previously made with hospitals and the Board of Health. The findings were that his eyesight would not improve, but that it would gradually grow worse unless there were a change in his blood condition. Nothing further could be done. He had not learned Braille, and would have to have someone beside him all the time, in order to continue his studies. We arranged to have him taught Braille.

We realized that there might be many more students like this boy in a school of 7,500 and decided that the thing to do was to provide for Conservation and Braille classes. But we felt that we should consult experts before we did this. Through a former blind student who appreciated the kindness received at our school, we were brought into contact with a Mr. Keene, who has since been very helpful to us in our problems with blind and partially blind students. He advised us to have a conference with Dr. Merle Frampton who had just been assigned to head the New York State Institute for the Education of the Blind at 999 Pelham Parkway. We visited him

at the Institute, taking with us the Chairmen of our Health Education Departments, as we felt they would be the source through which we would discover any deficiencies that needed care. It did not take us very long to realize that Dr. Frampton was trying to tell us that it was too expensive for high schools to have sight conservation classes. Braille has to be taught technically, and one simple map alone would cost one hundred dollars. All other equipment would be proportionately expensive. He felt that, since there are only about one hundred cases in the city school system, that the State might take these children over and provide board and care, vocational guidance and an opportunity for high school and college education.

We told Dr. Frampton about the student who had become blind during his senior year, and he asked that the boy be examined by Dr. Samuels, who would determine whether he should be sent to the Institute. The boy was admitted to the Institute on a State scholarship, where he is to finish his high school course, prepare for college, and for any career for which they find him fitted. It may be necessary, if his mind starts to go as his sight did, and paresis sets in as it did in his mother's case, to give him hyper-pyrexia treatments. They are ready for him at the New York State Psychiatric Institute when the City Board



of Health informs us that they are indicated. Even if he is not to face the world, at least it is better that he should be prepared for whatever kind of life he must lead in an institution.

Through this boy's plight we made a contact that subsequently enabled us to place quite a number of students who had at least forty per cent of their sight. They were also taken into the Institute, given their board and trained for useful lives. One boy, in particular, is now completing his high school

course. Without leaving the Institute, he is pursuing studies accredited by Cornell University, which will enable him to become a florist.

We should be greatly helped in our own efforts, if the city or private agencies provided adequate recreational and community facilities in the East New York section of Brooklyn. This is a desirable end which the school is doing its best to promote.

MARY MORAN.

Thomas Jefferson High School.

## IS THE SCHOOL MEETING THE NEEDS OF YOUTH IN THE PRESENT CRISIS?\*

THE depression has been long. The problems it involves have been studied and discussed by the great minds of our land. Youth is one of these problems. Much has been written on "Youth and the Depression," "Dilemma of Youth," "Youth Problems of Today," "Youth and the Present Crisis," "Plans for Youth," and so on and so on. Professors, statesmen, deans of high schools and colleges, and superintendents have given us views of their personal experiences with the youth problem, the results of private and public discussions, of seminars,

\*Delivered in the Panel Discussion on "Youth Unrest," at the meeting of the High School Teachers and High School Principals Associations, February 29, 1936.

and of their individual philosophies. Governments—municipal, county, state, and national see the situation and are perhaps doing what they can. Philanthropic and social agencies all over the country are at work. Nobody doubts the dilemma of youth, that youth today is having a great problem.

Where, better than in our own high schools, is there a need for a complete understanding of all that affects youth? Where else does responsibility lie for seeing him through his dilemma for preparing him to solve his problems? Youth comes to us at an early age and stays with us through the most plastic years. We, his guides, his counsellors, his teachers, with the wisdom that should be ours, be-

cause of our years, and with the experience that we should have gained through our contacts, studies, and thought, must play the major part in creating for him, and fitting him into, a social scheme that will make, not only for his happiness and progress, but for the preservation of those institutions which we believe he loves, and which we feel will answer his life purpose.

But today, we must face the fact that youth looks upon us with the feeling that we have failed, and with the belief that we are incompetent. We have promised him much and given him little. We have let him down. This land, which we told him had such great opportunity, seems now to have little to offer. For this he holds his elders, the manipulators of industry and government, and his teachers responsible. For generations we have been teaching him to think for himself; that he must not be as cattle led by the opinions of others. Well, he seems to have accomplished this lesson. He is thinking for himself. He thinks that he has waited long enough for opportunity. He is calling for the right to do the work for which he has been prepared; to make use of his imaginative mind; to test the muscles which at this time are at their greatest strength, to help those at home who have been bowed down with want and despair through these long trying

years. He wants to go places; looks around, and finds no place to go. No wonder his lip curls in ridicule when he remembers that we admonished him to strengthen his character, to await opportunities. What good all this now? He was told to remember that the depression will soon be over, to keep his heart stout and his head high. The depression isn't over, but his heart is stout, his head is high,—youth is too vigorous, too proud, too sure to be denied. He knows well that the future of the nation depends on him, and in this realization he intends to make it a place that is dependable, a place in which he wants to live.

Today youth is reviewing former lines of action and stacking them up against his own new thoughts. Youth is not being impetuous, he is not seeking to discard everything that exists as bad, nor to overthrow our institutions. What he does want is some form of social and political order that will give him real assurance of the right to happiness, of the right to work and progress, to marry, and to assume proper standing in the community. This assurance he hasn't now. Youth knows that patience is a virtue; but his dynamic forces push aside his reason. No one likes to wait long; least of all, youth. And let us remember with George Norlan, that "fanaticism finds readiest



lodgment in minds not anchored in experience or steady habits of thought."

Where does the teacher stand in all of this? What should be his position? If we teachers really feel that there is something in our institutions to save; if we are still of the opinion that it is our province to guide and direct, let us begin at once. Let us understand that unless we do begin at once we will find that we are not wanted as counselors and guides; that faith in us will have been completely lost; that our position as teachers will have been forfeited.

Is this all too strong? Is it the cry of the alarmist? Then let us look at what some of the men in various parts of the country have to say. James Chalmers, of Fitchburg, Massachusetts, tells us that "our young people are not going to sit around with their hands folded. We must provide them with work. Their energy must be directed in right channels," and, "surely, the dam of inactivity which has blocked the progress and desires of the young people of today, and the flood of energy must be directed . . ." and again, "The school must adapt itself to the pupil; help him adjust himself to our present mode of living; help him to readjust himself forward, not backward." And Samuel Fleming, of Seattle, Washington, writes, "Youth can-

not look to business and industry to take him in any more after his school fails him." George Small, of Teachers College, Pittsburg, Kansas, tells us that "there is a current tradition in America today that we have never experienced a well-organized, socially conscious youth movement. There have been two which have been influential factors in setting the general pattern of American life—the Revolutionary War, and the development of the West. The Revolt of Youth—from 1920 to 1925—was the third great effort on the part of youth in America. It failed largely because American Youth was not trained to accept wide social responsibility. Today we are experiencing another revolt of youth which has developed quietly and without the ballyhoo which marked the youth revolt of 1920 to 1925 . . ." Dean Dorothy Stratton, of Purdue University, tells us that "the effects of the present social situation are to shake youth's sense of security both in itself and in the older generation; to give it a sense of not being wanted, of not being needed, and to cause youth to question the merit of our whole social structure."

Is there cause for alarm when words like these come from all corners of the country? Cannot we, who are in the midst of the thing sense a crystallization of feeling? Can't we see that with our present antiquated ways we are

licked? Remember, youth looks to us (if it still does) to *do* something. There are only two real agencies he can look to, that he can depend upon—the home and the school. The home is suffering along with him; the school is the only thing left. What if we fail our young people? What right will we ever have then to say we are teachers? What have we taught them? To go out into a hostile world that doesn't want them; that throws them a bone and pushes them aside. We didn't prepare them for this sort of thing; they're floundering, bewildered, their arms are stretched out. But they're young and vigorous and brave, and they'll make port; not through the traitorous waters through which they've been led, but by a course that they will lay themselves. And yet, it may be that they'll be bought off; paid with promises of a Nirvana; crystallized into a bought and manufactured patriotism. Both of these things have happened. One has meant bloodshed and a complete overthrow of everything that was; the other, reversion to the tenets of the dark ages.

Let's stop fooling our young people. We mustn't promise them things if we can't fulfill our promises. Let's give them facts. Let's show them truthfully what conditions are, and let's teach them to meet these conditions. Patience, fortitude, knowledge, character,

emotional stability,—fine; but what else?

Let our supervisors think carefully and intelligently and honestly, and then permit us teachers to take a position, a position that will induce our young people to bring their problems to us, that will permit us to point out their problems to them, that will allow us to show frankly what government is doing and is trying to do for them; what industry is not doing and cannot do for them. We mustn't try to push too many standards down their throats. I believe with Fleming that "with help youth can be trusted to make its own curriculum in school every bit as much as he can be trusted to select what he eats or the companions with whom he associates." His English courses might consist in reading what is said about him; about his problems and their solution. In social science he might read the newspapers and magazines and discuss the conflict of capital and labor, and try to judge for himself who's right. Let's not be afraid to show him the difference between good government and bad. Teach him to judge which agencies arrest progress and which encourage it. Permit us to permit him to think freely, and let us in our wisdom, our experience, our sympathy, direct and guide and stabilize him. Teach us the right course that we may teach him. Show youth that we



are just, that we respect him, that it is our sole purpose to have him take his proper place in the social sphere, and he will work with us, shoulder to shoulder, supplying the energy that our waning strength needs, respecting the knowledge that our greater experience has given us.

What otherwise shall be our curriculum? As was said before, let youth choose his own. There is nothing in the outside world the teaching of which the school should not supply. We've gone far with vocational guidance, let's go further. We should tabulate, at a central point, the present needs

of industry and the professions. Also we should do all we can to determine them for the next generation. Then let us guide more into the fields that need more, and not be afraid to definitely discourage entrance into the fields that are overcrowded.

Youth is our problem. He is today in the throes of a great emotional upset, in a state of unrest. Let's take him to our hearts kindly, throw around him arms of understanding, and march with him in hope and security.

ROBERT B. GERSTENZANG.  
Bryant High School.

## HIGH POINTS

### What Our Social Science Clubs are Doing

One of our social science clubs, being interested in learning how the other high schools are running their social science clubs, sent out a questionnaire. As several ideas of value and interest have been sent in, it seemed desirable to make the data available to all the schools. The author received replies describing 48 different clubs in 27 high schools. The following is a composite picture of the answers received:

1. *Name of social science clubs.* The most popular names are: History Club, Economics Club, and Current Events Club. Other names

are: The Forum, Civics Club, Social Science Club, etc.

2. *Is membership restricted or unrestricted? Why? If restricted, to what extent?*

- 19 clubs reported membership completely unrestricted except for the formal requirement of G. O. Membership.
- 11 others simply required that the members be taking the social science subject.
- 4 others required that the student be in the fifth term or higher.
- 1 honorary society requires an average of 85% in social science subjects, and two others the very mediocre average of 75%.

e. The predominant practice thus is to open the club to all interested students.

3. *To what extent do groups of students representing extreme views, either of the right or of the left, interfere with the smooth functioning of the club? What measures do you take to prevent this?*

- 29 clubs reported no problems at all.
- The following excerpts represent the conservative point of view.

- "Our students show a surprising amount of conservative unanimity."
- "Radical economic or social reforms which lead to the weakening of present institutions will not be tolerated. We regard this as destructive criticism."
- "About three years ago the N.S.L. (National Student League) tried to 'bore within'."
- "Only during the Peace Strike."
- "In certain terms the predominance of radicals discouraged or frightened others to drop out."
- "Our students seem to be rather conservative and well-balanced so that no difficulty appears (smug as this may sound)."

(7) "We have had to abandon one club on account of vehemence of contending sides."

c. The following excerpts represent a more liberal viewpoint:

- "Many students belong to the N.S.L., the Y.S.L., and so forth, but I find that their presence in the club enlivens discussion and stimulates interest."
- "Some of the communist pupils are very intelligent and have much to give to others in presenting viewpoints."
- "The few that there are with these views serve rather to stimulate than to interfere."
- "I manage to get a few of each group, right and left. They are a bit like the Irishman's twins who both cried at the same time. Each drowned out the other, thus producing a perfect silence."

4. *Who determines the choice of programs? Why?* Most clubs attempt to maintain democratic procedures by allowing members or student committees to pick their own programs, subject of course to faculty censorship.

5. *Describe some programs of former terms which you think were*



very successful and capable of being repeated in another high school.

a. Debates on topics of current interest

- (1) The Manchurian Invasion by Chinese and Japanese students
- (2) By two faculty members on war
- (3) With similar clubs of other schools

b. Lectures

- (1) By adviser
- (2) By a teacher who has traveled to a certain country, such as Russia or France
- (3) "Music of the ages" by a music teacher
- (4) "Art as a mirror of history" by an art teacher
- (5) Book reports by students
- (6) Outside speakers, as from International House

c. Symposiums

- (1) Forces making for war
- (2) Democracy, Fascism, and Communism
- (3) Capitalism, Socialism, and Communism
- (4) Ideas of representative political parties (near election time)

d. Trips

- (1) Theatre Parties (historical dramas)
- (2) Places of historical interest

6. What other suggestions can you make to a faculty adviser of a social science club which is about to be formed?

a. "Keep number of students small; have officers elected before the term ends to prevent delay in new term."

b. "Outside speakers — get as many outside contacts as possible to get away from the academic atmosphere." On the other hand, one adviser thought "student speakers or faculty speakers meet better the level of the club than outside speakers."

c. "Make the students feel that the club is their club. It should be a socialized affair first and last." "Unlimited free speech in debate." "We should certainly be inclined to consider the club a failure if one type of opinion were overwhelmingly predominant, since little educational work would then be done."

e. "Have one social event during the term."

f. One chairman complained, "It is the policy of the N.S.L. to capture the clubs", and a faculty adviser in the same department suggested, "Choose as a nucleus a small group of level-headed enthusiastic American students who will control the membership"

g. "Insist on club thinking under present set-up in this

country along this country's traditions," "Attract more conservative element to act as ballast."

7. What values do you think your students are deriving from the clubs?

a. World Interests

- (1) "They have become keenly interested in the affairs, not only of their own country, but of the world".
- (2) "Broadening of their horizons (made some of them realize that knowledge may be a pleasure)."
- (3) "A live interest in current problems resulted."
- (4) "They have learned the value of a good newspaper."

b. Sense of Balance

- (1) "Willingness to weigh different points of view."
- (2) "Learned the value of intellectual freedom."
- (3) "Fair play, tolerance, suspended judgment, elimination of prejudice, ability to hear different points of view."

c. Peace Mindedness

d. Social Experiences

- (1) "An opportunity for socially-minded boys to express themselves."
- (2) "Develops ability to think on feet."

(3) "They are allowed to talk more freely than in the classroom, interchanging ideas—no classroom tension."

8. To what extent do you think it feasible for joint action or coöperation among the various New York City Social Science Clubs?

a. 18 faculty advisers favored this idea.

(1) "I should consider it highly desirable." The following advantages were cited: an interclub paper, exchange of speakers, interclub debates, method of attracting prominent speakers, valuable interclub student club contacts, etc.

b. 9 faculty advisers were doubtful, the doubt arising because of questions of distance, time schedule, and school administration.

c. 7 teachers opposed this plan.

- (1) "Gabriel Tarde was right in his estimate of the mass or mob mind."
- (2) "This plan was tried by Clinton High School but due to difficulties of administration and transportation it was abandoned."

ABRAHAM GEDULDIG.

Julia Richman High School.



## A Way of Pooling Experiences

The other day, two teachers-in-training and four substitutes who had recently been teachers-in-training, held an informal meeting with me in which we discussed very individually and freely, experiences and devices in teaching our pupils. The pleasure which I had in their enthusiasm suggested to me that the other teachers might enjoy knowing some of the ideas which were presented. Much of their success had doubtless resulted from their observations of you, and since the department has reached rather unwieldy proportions, this typed report may be more efficient way of sharing such experience than discussion in department meeting.

One use of the device of grouping pupils, which one of these teachers has found satisfactory, was in connection with book reports. The class was divided in such a way that six or eight girls gave their reports orally in one part of the room while other similar groups were reporting in other parts of the room. A timekeeper and a secretary or chairman are needed for each group. The girls who are listening decide on a mark for each speaker and the best speaker from each group is promoted to a part in the program of the entire class. Of course, reports have to be limited to one incident or one character sketch and three

minutes are usually sufficient time allowance.

A device in composition which many of you have used and on which these young teachers have made all sorts of variations is that of inventing a family or a neighborhood within which all sorts of incidents may occur. The teacher says one day, "The Brown family has just acquired a radio. How do you suppose they got it and what happened when it arrived?" The pupils write the anecdote, a committee chooses the best, and gradually a series of incidents is accumulated to make up a volume representing the class's best work. For descriptive composition, the teacher sometimes tells the story and paused to say, "How would you illustrate that scene? Write a description of the picture."

Many variations on the idea of personal interviews involving necessity for poise and good speech, were reported. Something similar to the Inquiring Reporter, is sometimes arranged. One girl asks the other a series of personal questions about tastes and experiences. Another variation divides the class into a firm hiring clerical assistants and a group of applicants who wait their turn to apply. There are questions in the proper phrases requiring dignity and poise. The telephone conversation between two firms can follow, either to secure a reference or to suggest that a certain applicant might suit the

needs of the firm called. A telephone message is given and must be repeated to a third person who then tells the class what the message was that she was given. Here the girls see the value of repeating a message accurately because most of the girls stumble and invent messages of their own in place of the one they heard.

I may add that some of these procedures can be linked to the list of qualities which Dr. Tildsley has just sent out, as those which we should cultivate in our teaching; for instance, they should contribute to making students "socially-minded, socially active, well-bred, courteous, poised, and independent in thinking."

ROWENA K. KEYES.

Chairman, English Department.  
Julia Richman High School.

### Collateral Material for Teaching of "Up from Slavery"

The following may be used as collateral material in the teaching of "Up from Slavery."

1. Poems by Negro authors as Cullen, Langston Hughes, James Weldon Johnson, and others.

Incident—by Cullen, may be used as motivation of a lesson on race prejudice.

Creation—by James Weldon Johnson, is usually

well liked by students. The response is always gratifying. This is usually a good starting point for the reading of and discussion of other poems by Negro authors.

2. Music — Negro Spirituals, Folk Songs, Jazz.

The reports on these types of the Negro's contribution to American music may be made by students. The music should be illustrated by records, brought to school by teacher or students. These should be played in class.

Trips—A very interesting trip to the Harlem branch of the N. Y. Public Library may be undertaken. The collection of African masks and objets d'art of primitive African Negroes is worthwhile observing. The librarian in charge is very obliging. One may arrange to have her talk to the class on the collection in the library as well as other aspects of Negro life.

### Special Reports—

The following topics are suggestions for special reports on the study of the Negro:

1. The Negro in Literature.  
Book reports on Uncle



- Tom's Cabin, Porgy, Emperor Jones.
2. The Negro in Sports.
3. Negro Music.
4. Poetry by Negroes.
5. Negro Newspapers — These may be obtained in Harlem or other Negro sections of the city.
6. Negro Magazines — Opportunity, and so forth.
7. Superstitions of the Negro.
8. Various reports on the history of the Negro.  
The Slave Trade.  
Slavery in the United States.  
Problems of Emancipation.
9. Social Status of the Negro.  
Laws Written and Unwritten.
10. Liberia.
11. Negroes in Africa.
12. Famous Negroes.
13. Jokes About Negroes.

In one class our study of the Negro resulted in the making of our own encyclopedia on the Negro. The Reports were typed by the students on regular letter paper of the same size. They were collected and sorted according to topics. A committee took charge of the arrangement of the book. One girl who was taking a special art course made and illustrated the cover, title page, and the pages marking the divisions of the book.

The completed encyclopedia was used as a source of reference by the students in preparing their in-

formal debates (described elsewhere) on questions concerning the negro.

PEARL MAXWELL,  
Abraham Lincoln High School.

#### How Lateness of Pupils is Treated at Bushwick High School

Before making a contemplated change in its method of dealing with the problem of lateness, another high school desired to learn the methods employed elsewhere. The answer sent in compliance with this request prompted the writer to publish Bushwick High School's treatment of the lateness problem.

There is *no detention class* for late comers at Bushwick, for it is believed that the habit of punctuality is formed by arriving early, and not by staying in late as a penalty for failure to arrive on time.

The daily attendance reports of official class teachers reveal the numbers present at 9 o'clock. All not present then remain recorded as absent. At the passing bell for the beginning of the first period, these reports are brought by the various class monitors for deposit in a sorting tray. This has eight numbered compartments. The reports are then arranged quickly in correct numerical order. They are then sent to the late desk where all corrections caused by late arrivals are made by the teacher in charge

of lateness. Such changes are recorded in blue pencil.

At 9 o'clock, admission is through only one doorway. The school's service squad monitors direct all late comers to the late desk. A late pupil must fill out a late slip in duplicate in order to be recorded as present for that day.

Two monitors act as file clerks and messengers. They clip together any duplicate slips made formerly by the late comer. This serves as a check upon pupils who may be inclined to report wrong total latenesses for the term. The vigilant official class teacher can also discover any reported discrepancy. The pupil, reflecting upon this total, realizes that he must resolve to stop coming late.

The cause of each lateness is considered before rubber stamping "WARNING" or "BLUE CARD FILED" for second or third latenesses. The name of the offender for the third lateness is then recorded in a roll book. The pupil is then told that he is being regarded as an habitual late. A fourth offense now means that a personal interview with the parent is desired. In most cases the pupils plead for one more chance, promising to attend regularly and punctually. This request is usually granted. The absentee lists are examined to see if this promised reform is kept. These pupils are told regularity of attendance and punctuality are just as important

for good habit formation as are their school subjects.

Both the original and the duplicate late slips are stamped with a recording time clock to indicate just when the pupil left the late desk. The triangular mark indicates the hour, and the arrow line shows the minutes. This time stamping makes the slip an official record, and prevents unnecessary loitering before reporting to the first subject class.

Parents should know how often a child arrives late before learning the fact only when report cards are issued. Therefore notes from home are due for presentation at the late desk about fifteen minutes before roll call. This serves the purpose of early arrival. The stub is left at the late desk and receipted so that the file clerks may do likewise to the duplicate slips when filing. The note is also receipted and brought by the pupil to his official teacher for filing.

At about ten minutes to nine, the two file clerks summon those pupils who have failed to report with the required notes, as revealed by the unreceipted duplicate slips left in the pending file.

The school clerk gives late slips to any pupils who may arrive after the first period. The duplicate slips are left in the letter box of the teacher in charge of lateness for his attention.

A detailed, statistical report for



the total lateness in each class is sent to the principal at the end of each month. A second report accompanies this, showing the school's daily lateness, the monthly total, and the average number late daily. These statistics are obtained from the daily entries made in the ordinary class roll book. Names of teachers and classes are recorded there instead of pupils' names.

Monthly reports of our "PUNCTUALITY HONOR ROLL" are published in the "BULLETIN," the school's publication. This honor roll lists the number of entire weeks there was no lateness in those classes that had succeeded in establishing the best records, and the names of the respective class teachers are printed.

A pupil secretary in the school office types the school's absentee list from the corrected daily attendance reports. There is always the danger that a pupil who fears a strict enforcement of rules against lateness might choose the path of least resistance by absenting himself from school. Bushwick's absentee list is usually completely typed before the expiration of the first period. All pupils seem to be making an honest effort to arrive punctually. Our method has worked successfully, although there are really no penalties.

SAMUEL HOFFMAN,  
Bushwick High School.

### Progressive Procedures in the Health Examination: Eyesight Conservation

Examination, Detection, Prevention is decidedly the order of the present day. Discovering the causes with the possibility of eliminating the effects is the objective—indeed a most worthy and progressive one. Through the medium of the regular physical examination, the high school plays a most important role. Countless cases of incipient maladies are detected by both the physician and optometrist. Early detection followed by suitable remedial measures prevent serious complications.

Each term at Eastern District High School one particular feature of the human body is selected and stressed during the physical examination. A concerted drive is then made upon the students to alleviate and, if possible, to eliminate the specific defect. Competent medical authorities and authentic advisers assist during the examination as well as in the dissemination of preventative measures.

Last year startling statistics were revealed when the ear was the particular feature stressed. This year special emphasis has been placed upon the eyes and eyesight conservation.

Spectacles were known to be in use more than 3000 years before Christ as evidenced by beads found in Egyptian tombs of that period.

Aristophanes mentions "burning glasses" in his "Comedy of the Clouds." The Chinese are credited with having worn spectacles not so much for their optical value as for religious and ornamental purposes. Miraculous progress in the science of optics has been made as the centuries rolled by. Great men like Kepler, Galileo, and Newton contributed their discoveries concerning the laws of optics. And now the human race can reap the fruits of their labors—through the windows of man's brain—the eyes.

Nature has given us but one pair of eyes, our most priceless possession. It is sad, nevertheless very true, that most of us take our eyesight for granted. We rarely think of the eye as a most delicate instrument which could easily be abused and put out of order. Our mental selves are what they are largely by reason of the information conveyed to the brain through the eyes. We should think of the eyes as the greatest of our personal treasures to be guarded constantly. Helen Keller, a woman of keenest mind, although born deaf, dumb, and blind, was asked what she would look at if the miracle of sight were granted to her for three days. Did she think of the majesty of Niagara—the art in the museums? No, she thought of the things we take for granted. First, she wanted to see the faces of all her friends, "to look into the heart of a friend through that window

of the soul, the eyes," were her exact words. Then came to her a longing to look into the face of a baby. Again to quote her: "To catch a vision of the eager, innocent beauty which precedes the individual's consciousness of the conflicts which life develops." She wanted to see the simple things of life: her dogs, the warm color of rugs, the pictures on the wall . . .

How utterly hopeless, how futile life would be without eyesight. With this in view the Health Education Department enlisted the aid of a very competent optometrist, a Dr. Jerome Hurwitz, earnestly interested in the scientific and educational advancement of his profession, who volunteered his services willingly to assist by conducting this examination.

The method of procedure followed was quite different from that usually adopted in our school system. The medical doctor conducted the regular physical examination, after which the student was referred to the optometrist for a more thorough and intensive eye examination. (Last year an aurist assisted in the examination of the ear.) The traditional Snellen chart, however, was not used. This test is rapidly passing into disuse and is being supplanted by more modern methods. True, the Snellen chart did reveal to a certain extent the acuteness of vision, but then, it was so inaccurate. And even its primary purpose failed



miserably when utilized by teachers concerned mainly with time, rather than efficiency, who were anxious to get through with the examination of as great a number of students as possible in the shortest amount of time. Any one who used this test is quite familiar with the subjectivity of the opinions from the results obtained. To substantiate this fact an experiment was conducted. A boy was examined by ten different teachers, and, surprising as it may seem, four opinions as to the results were given.

Then we have to consider the factor of standardization. An individual will have greater visual acuity with a corresponding increase in illumination. The Snellen chart, notations, hence, will vary when measured in different places under different lights. It is also a well known fact that some of the letters on the 20/20 line can be read more easily than those on the 20/30 line. This is due to the fact that the legibility of differently shaped letters is unequal, although correctly constructed scientifically. How precise is the distance of 20 ft.? Time and again, the 20 foot distance is merely paced off approximately. The intensity of illumination, the cleanliness of the charts, the eye covers, the glare, all tend to influence the efficacy of this antiquated method of eye testing.

Perhaps the most glaring fault of the Snellen test is the factor of

memorization. Those of us who have had experience know well the prevalence of this condition. Often, even before the teacher pointed to the letter to be read, the student had the answer. Frankly, if it is time alone that must be saved in this examination at the expense of thoroughness and accuracy, why bother with the examination at all? Is it merely to go through an inane pretense and get it over with?

To reiterate, at Eastern District High School a modern, scientific and more accurate type of examination has supplanted the old. Visual acuity is only *one* of the factors measured precisely. Here for the first time in any high school the eyes are examined to detect any ocular deficiency, minute as it may be. The muscles which rotate the eyes through their natural daily movements often have a tendency to be weak. Coördination is lacking since they deviate from the normal position. The eyes may be compared to a team of horses; the reins being similar to the eye muscles in this case. By applying more tension on the reins of one horse we can get him to endure most of the load. In a like manner, many individuals possess eyes where there are faulty, sluggish muscles. And now we are in a position to detect these abnormalities in a routine test.

Furthermore, another important factor must be mentioned here,

namely, the interest or the appreciative attitude displayed toward this examination. Why, there actually has been created an "eye-conscious" spirit; an attitude pervading the school to such an extent that the boys persist in their demands to be examined with the "instrument" and are very much disappointed if this privilege cannot be fulfilled. Not only are the students "keyed up" about this examination but their parents invariably are made cognizant of all its fine features. The much needed and sought for home coöperation is then secured far more readily and wholeheartedly. This enlightened condition of spirited coöperativeness in itself, is the direct antithesis of the previous situations where the student tried to dodge the examination. It is small wonder that the parents treated the findings of their children with cold indifference.

The instrument used is the Telebinocular. This is essentially a calibrated stereoscope compensating for the varying accommodation of the eyes. Most of us recall the stereoscope through which flat objects would appear solid. The Telebinocular produces the third dimension, causing objects and scenes to attain depth, perspective, and naturalness.

Visual acuity hitherto measured by the Snellen chart is recorded very precisely by the use of this instrument. A series of designs are

shown, each containing a dot. The pupil merely has to locate the position of this dot until he reaches the smallest pattern discernable. Thus he automatically secures a visual rating. Unlike the former customary tests, here memorization is impossible.

Specially constructed photographic cards are then used to measure the ocular muscle coördination. Often the student's eyes show a great tendency to deviate from parallelism, which, if uncorrected, may result in the eyes becoming crossed. By adjusting the Telebinocular, the functions of the eyes for any distance from infinity to 12 inches can be ascertained. This fact is of paramount importance since the pupils in the classrooms use their eyes at shorter distances than the customary 20 foot Snellen distance.

The inadequacy of the former Snellen examination is proved by the fact that in previous years, one out of every four or five students was found to have defective vision of one kind or another. The Telebinocular revealed precisely that one out of every  $2\frac{1}{2}$  cases needed optical attention. Such differences should never be passed by casually if the fundamental purpose of the examination is to be attained. The examination, however, is not the end but merely serves as a means. In conjunction with this examination remedial follow up measures have been in-



augurated. Since the majority of defects were traced to faulty use and weakened musculature, a clinic was established for the purpose of reconditioning these faulty mechanical arrangements of the eye. Of course, if the defect is a physical one, or the result of a constitutional condition of physical and vital weakness, the physician must be the one to administer proper treatment. If however, as mentioned above, the eyes are defective as a result of improper use, a system of corrective exercises is given, in the eye clinic, to strengthen the weakened muscles. The resistance of the muscles is increased so by these eye training exercises, that the power of the eyeglasses generally used is reduced, and sometimes, eyeglasses are entirely discarded. The system of correctives referred to, calls for the eyes to be turned from side to side in all directions by minute muscles which follow our commands. To further augment the activity of the weak and lazy muscles, the optometrist administers aid. The eyesight training uses exercising lenses. Various complicated apparatus is employed to produce the required relaxation even though to the observer it appears to be ocular calisthenics. The minute muscles of the eye can be strengthened to the same comparative extent as can other muscular tissues of the body. Thus far results obtained have been very heartening and encouraging; relief has definitely been adminis-

tered in over 90% of the cases. So we see that there are various ocular anomalies to be detected beside deficiency of acuity alone and we are primarily interested in the *early detection* of these so as to avoid the serious complications that arise as a result of neglect and inadequate examinations.

NATHAN RUBIN,  
Eastern District High School.

### Teaching "Les Aventures de la Famille Gautier"

How to make the reading lesson interesting and alive is a problem that confronts every modern language teacher. No matter how attractive the text is, both in form and content, the teacher finds that he must awaken in the student a desire to read the book. He must overcome that feeling of discouragement experienced so often by the children because of all the words they must look up in the vocabulary. He must find some way to make the story real, despite the fact that it is in a foreign language.

That problem confronted me this term in the teaching of "Les Aventures de la Famille Gautier." We use this book as one of our texts in the third term, and read the first fifty pages, in which picturesque Brittany is presented.

The first reading day I showed the class two little dolls, a man and a woman, dressed in full Breton costume. I told them merely that

they were dolls from France. After the preliminary "Oh's" and "Ah's", they began to ask questions. "From what part of France did the dolls come?" "Where was Brittany?" "Did the people still wear the costumes?" "Were they peasants?" "What other occupations did they have?" In this natural way, they learned a great deal about Brittany and Breton customs, without using any books. It was easy enough then to tell them they were going to read a book in which the children take a trip to Brittany. They were delighted. The interest had been created.

To continue that interest, the class was encouraged to give some concrete expression to their reading. The following devices were used:

1. Once a week a student gave a report on a book in English about Brittany.
2. Parts of the text were dramatized and presented to the girls, who showed their appreciation by really spontaneous applause.
3. Crayon drawings, paintings and cut-out illustrations were made of Breton costumes, scenery, customs (like the "pardon.")
4. One group of girls dressed dolls in costume with accurate details as to type of coiffe, skirt, bodice, etc.
5. Another group prepared scrap books on Brittany. They scouted around for old "National

Geographic" magazines. They visited the Maison Française and obtained folders from the French railways.

In other words the text was made alive by a great deal of activity on the part of the students: outside reading, drawing, sewing, collecting, dramatization.

The results have been most encouraging. First of all the various projects have been very successful: the dolls, the scrap books, the drawings were attractively and carefully done. Secondly, the marks (if I may be permitted to mention them) have been considerably higher, both for content and vocabulary. Finally, the students have *willingly* learned a great deal about Brittany because they were really interested in it.

MILDRED E. CORNFELD,  
Wadleigh High School.

### An Adjustment Class in German in the Tilden High School

#### *Make-up of the Class*

The class originally consisted of 21 pupils. Twelve of these were double failures in Spanish 1 and French 1. Nine were low I.Q. pupils, new entrants from the elementary schools.

We had intended to form the class entirely of double failures and pupils considered hopeless after one trial in regular Spanish 1 or French 1 classes. We had tabulated a list of some ninety cases



of this type suitable for our experiment, but the Guidance Department gave other subjects to all but twelve.

At about the middle of the term five pupils, whom the teachers considered hopeless, were transferred to the special class from regular German 1 classes. This brought the registration of German 18 (Special) up to 26.

#### *Procedure*

In general, the procedure outlined in the syllabus for Pupils of Lower Linguistic Intelligence was followed. Stress was placed on simple reading, oral and aural work, and cultural material.

#### *Results*

Because of the heterogeneous make-up of the class, the results were rather uneven. With only two exceptions, the pupils were able to master the memory work (songs, rhymes, dialogues, for oral and written reproduction). However, the achievements in reading and oral and aural work varied greatly. In fact, the variations were about as great as in a normally constructed first term class.

All the pupils were promoted to a special German 2 class with the exception of one who was transferred to another school.

Five pupils who had failed badly in the regular German 1 classes at the end of the term were promoted to the Special German 2 instead of

being failed in German 1, so that the class now contains 30 pupils.

#### *Plans for the Special German 2 Class*

Procedure will continue along the lines of the syllabus for Pupils of Lower Linguistic Ability.

At the end of eight weeks the class will be divided into three distinct groups.

*Group 1*—Those pupils who in our estimation will be likely candidates for admission to a regular third term class.

*Group 2*—Those pupils who will receive credit for one year of German if they work up to their ability, but who are not to continue with the foreign language.

*Group 3*—Those pupils who will be put into a regular German 2 class at the end of the term.

The work of the three groups will of course differ. Group 1 will do a considerable amount of active grammar. Those who fail to show sufficient ability for promotion to a regular German 3 class will be put into a regular German 2 class.

EUGENE JACKSON,  
Chairman, Department of  
German and Spanish.  
Samuel J. Tilden High School.

#### *An Experiment with a Group Method in German*

This experiment in ability grouping was carried on in a first term German class in the Samuel

J. Tilden High School, September, 1935, to January, 1936.

#### *Aims*

1. To adapt instruction to individual differences.
2. To train ability to work as a member of a group.
3. To develop in the pupils self reliance, initiative, leadership.

#### *Procedure*

1. Pupils were grouped accordingly to
  - a. Results of tests given from time to time during the first six weeks of the term.
  - b. The teacher's estimate of the effort, attitude, interest and ability of the pupils.
  - c. The results of a uniform comprehensive test on the work covered in the first six weeks.
2. There were six ability groups, each consisting of about six pupils. Each group carried on a recitation of its own under the leadership of a student teacher. The class teacher moved from group to group, answered questions, made explanations, and directed procedures in general.
3. The student teachers (six students who ranked highest in the class) prepared the lessons in advance, had their work corrected by the class teacher, proceeded to teach

the lesson to their own group, assigned, corrected, collected and graded the home-work, gave short tests on vocabulary or on grammatical points when necessary. Each student teacher kept a progress chart listing the homework and test marks for the members of his group.

4. At the completion of a definite unit of work, a uniform objective test prepared by the class teacher was administered. If the results were satisfactory, the group proceeded to the next unit. If the results were not satisfactory, re-teaching and re-testing were in order.

#### *Duration*

The class worked in groups four days each week, from the seventh to the last week of the term. The fifth day was devoted to dictation, aural comprehension, preparation of a playlet, singing of German songs, etc.

#### *Results*

1. There was only one failure in this class, a student who was absent all term.
2. The weak students were able to complete the minima satisfactorily, since they had what amounted to individual attention.
3. The linguistically gifted were not tied down to the boring



pace of the average or weak students. They devoted the time gained to additional reading and so enriched their course.

4. All students developed to a degree apparent to any observer the ability to tackle their jobs without waiting for directions from the teacher. The spirit of coöperation within each group was marked. The student teachers had to develop whatever germ of leadership was in them.

#### *Teacher's Estimate:*

##### *Advantages*

1. For the weak students:
  - a. Weak students get more or less individual attention in groups of six.
  - b. Weak students are not discouraged by the fast pace of the bright ones, since there is no inter-group competition.
  - c. Weak students get a thorough grounding in the minima, since explanations and drill are adapted to their particular needs.
2. For the gifted students:
  - a. The gifted student must spend as much time and energy on his assignment as the average student.
  - b. The gifted student has an enriched course. The stress in foreign language teach-

ing is now placed on reading, and the linguistically gifted, with his speed and comprehension, can cover twice as much reading as he could under a recitation system.

- c. The gifted student gains a new interest in his work, first because he is forced to compete only with those of his own rank, second, because he is no longer held down to a middle pace.
3. General advantages:
  - a. Pupil activity is increased at least six-fold.
  - b. Coöperation is encouraged on the part of members of a group. The pupils help each other.
  - c. Develops leadership. This is especially important where a pupil is bright but timid.
  - d. Teaches at least six pupils (occasionally more, when the work is subdivided) to organize their knowledge and to impart that knowledge intelligibly to a group.
  - e. Pupils develop self reliance. They know what their job is and proceed to carry it out without waiting for specific orders from the teacher.
  - f. The above-mentioned abilities are developed to the

point where they become habitual, because of the frequency with which they are put to use.

#### *Weaknesses*

1. This system demands a textbook that can be used efficiently by the students without much direction from the teacher. We are fortunate in German in having an excellent basic book (Jackson—New Approach to German), but other departments might not be so fortunate.
2. It is necessary to have very intelligent and fairly mature students to act as student teachers. It is conceivable that the lack of proper material for student teachers might seriously hamper the working out of a project of this sort.
3. Grading of students becomes a serious problem under this system. Theoretically it would seem that students ought to be rated on achievement within the group. Since the number of majors carried and a great many school honors depend on the average of majors, this type of marking would obviously be unfair to the higher group.
4. The student teacher has too great a burden. We shall try to remedy this in a continued experiment by allowing each

student teacher to delegate some portions of his job to other members of his group.

#### *Students' Estimate*

At the end of the term the students were asked to write out the advantages and disadvantages of the group system from their point of view. They were encouraged to make suggestions for improving the procedure.

#### *Students' Estimate:*

##### *Advantages*

1. The group method encourages a sense of responsibility, develops self reliance.
2. Students learn to coöperate.
3. Students receive individual attention and have much more of a chance to express themselves and to ask questions.

##### *Disadvantages*

1. The students are afraid they will not learn as much German under this system as they would under the recitation method, since the student teacher cannot teach so well as the class teacher. (Results prove that this is not justified.)
2. There is too much of a burden on the student teacher. (The student teachers themselves do not complain and have not even in a single instance listed this disadvantage.)



3. The students show some concern about the method of rating.

#### *Suggestions*

1. It was suggested that the groups be flexible, so that a student may be able to advance to a higher group. (There will be some modification along these lines.)
2. It was suggested that an assistant teacher be appointed to each group. (See point 4 under Weaknesses.)
3. It was suggested that we have more cultural work. (We shall arrange cultural projects for the various groups next term.)

In conclusion, I should like to quote two reports from students:

"When Miss Montag informed

us as to the idea of this system, we all hailed it as a means of escaping German. But on the contrary I soon learned that it gave me the necessary impetus to learn German more thoroughly. We look at the group teacher as a model for our learning. When our subject teacher taught us, we never hoped to obtain the degree of perfection she has obtained. But our group teacher is only a normal being and her perfection may also be ours if we work as hard as she. I hope that this system is not abolished but is spread to other languages."

"Speaking for a student who seems to find difficulty in learning a foreign language—this is my second—I would like to say that I appreciate the individual instruction possible in a small group."

GERTRUDE MONTAG.  
Samuel J. Tilden High School.

## EDUCATIONAL NOTES AND COMMENT

### Books for Social Studies Classes

Secondary school teachers who are attempting to solve the problem of integrating current economic and political issues in Social Studies courses are finding the new series of Headline Books, published by the Foreign Policy Association, a valuable source for supplementary reading material.

Four units of Headline Books

have been issued and are in use in the Social Studies classes of a number of schools throughout the country. These include "War Tomorrow: Will We Keep Out?" published in September, 1935; "Made in U. S. A.", a discussion of economic self-containment versus international trade; "Dictatorship", and "Peace in Party Platforms."

In the last book, three "sample" planks on the issues of war and

peace are outlined, representing the views of different groups of Americans. Each of these groups—the isolationists, internationalists and keep-out-of-war group—offers a program which it says will carry out the best interest of the United States during the critical years ahead.

This year American voters will have a chance to decide what policies are to be followed by their government. Peace is not a political issue, it is not a party issue, but because of the world crisis it has become a most important national issue. Party platforms, therefore, will have planks about peace. They will be written by party leaders who know—or think they know—what the people want. Candidates will promise laws to keep us out of war. In the past party platforms have talked much of peace. At the same time they supported other policies which have led toward war.

Could a platform be written which would face the issues squarely? What policies should it include and how could they be carried out in the critical years ahead?

A packet of study helps for this book explores these problems in an interesting project whereby high school students write their own platform for peace.

What the authors of this series of booklets have done is to translate into the simplest language

the complicated and momentous problems of public life today. Each of the books is written in a style that can easily be understood by high school students, and is copiously illustrated with graphs and pictorial charts. At the same time an effort is made not to oversimplify the problem and the material maintains the high standards of accuracy of the Foreign Policy Association.

One of the shortcomings of much periodical literature on current problems is its failure to provide a background of fundamental information which gives the student the perspective necessary to make these problems more understandable. The Foreign Policy Association, utilizing the resources of its competent Research staff, has been able to link contemporary events with their historical background and discuss controversial questions with objective impartiality.

### Why Art?

The recent demand for economy and revaluations of curricula has caused all teachers to take careful stock of their wares and consider well their true worth. Teachers of art appreciation have been called upon to justify their work not only to the community at large but to their students and their colleagues as well. It has been astonishing how very few members of the faculty have had



even the vaguest notion of the work done in the art classes. Their own personal experience with the outmoded formal instruction in freehand drawing provided them with a poor background for the understanding of what is being taught in the subject today. It is clear that the art department should function in such a way that the entire school, both faculty and students, are acquainted with its work and appreciative of its contribution to our daily living.

In our campaign to make Curtis High School art department *conscious*, we installed three bulletin boards in a much traversed corridor of the first floor and displayed there the current work of the art appreciation classes. We then asked for the use of two glass door wall cupboards in the second floor corridor. In these we placed both outside exhibits and the craft work done by our own boys and girls.

Encouraged by the interest shown in these displays we undertook a series of coöperative projects which have proved very popular. An ugly old screen of brown denim which was seemingly beyond repair inspired the first attack. After covering it with ordinary oil cloth, wrong side out, the pupils sketched with charcoal compositions of decorative fish and plant life. The screen was then painted in show card colors, sprayed with a flit gun and shellacked. This work provides a

decorative note in one of the art rooms as it screens from view the ugly but useful sink. Wall panels have been and are being designed for various recitation rooms, other screens are being beautified, and draperies are being block printed for the classroom. We have executed a series of panels to brighten the drab walls of a modern language room. Rendered in lively and highly vivid color they lend an atmosphere of cheer and gaiety to the classroom and have called forth much favorable comment.

The question may arise "Why the projects?" When it was suggested in a department meeting that a series of class projects be undertaken, the teachers enthusiastically seized upon the idea as a valuable and workable one. For a number of terms we have been teaching the basic principles of design and color as they are applied in the home, dress, community and other spheres of daily contact. Granted that the more or less formal presentation of a problem in art appreciation can be vitalized and arouse a genuine interest on the part of the pupils, there are times when one feels that carrying out of some of these problems is simply paper work—rather nice designs to be laid aside and soon forgotten. How stimulating and gratifying it is then for the teacher to see the enthusiasm displayed by the youngsters in executing these projects! They have

a glorious time searching through the files of reference material for the theme or motif to use for their decoration. The spirit of coöperation which they display in carrying to completion each piece of work is inspiring. In this game of all for one and one for all they truly learn to live and work as members of society.

The new activity program has thus proved itself highly successful in art classes of the secondary level. The boys and girls realize that what they are creating is valuable not only to themselves but to the rest of us who share the result of their labors. It is no longer necessary to sell the program of the art department to the students and faculty. We have justified our existence.

ANNA M. CONN.  
Curtis High School.

#### De Garmo Memorial to be Established at Cornell

A group of representative Cornell alumni engaged in educational work is endeavoring to establish at Cornell University a memorial to commemorate the distinguished service of the late Professor De Garmo, both to Cornell and to American education.

A special committee on the De Garmo Memorial headed by the Hon. Jacob Gould Schurman, former president of Cornell University and subsequently United States ambassador to China and

Germany, is making an appeal to former students, friends and admirers of Dr. De Garmo for the necessary funds to establish this memorial. Professor Benjamin R. Andrews of Columbia University and Professor Riverda H. Jordan of the Department of Education at Cornell University, are vice-chairmen of the Committee.

Charles De Garmo and Cornell are linked inseparably in the history of American education. While the Illinois Normal University and Swarthmore College share in this fame, yet Dr. De Garmo reached the full measure of his contribution to education on the Cornell campus. Leaving a distinguished career as a college president, he went to Ithaca in September, 1898, to build a department of education. He continued to serve this institution until his retirement in 1914, and after retirement kept in close touch with the campus, up to the time of his death. His last lecture at Cornell was before a class in administration in the summer of 1932 at the age of eighty-three.

The memorial will take the form of a special book fund to be known as the De Garmo Memorial Book Fund, the income of which will be used for the purchase of books in the professional field of education. While the appeal for the necessary funds to insure such a memorial will be limited to those who have studied under Professor De



Garmo, contributions to the fund will be welcomed from those who have an interest in the work of the Department of Education at Cornell and in the perpetuation of Dr. De Garmo's name in this permanent form. Such contributions should be sent to the chairman of the Committee at 32 Morrill Hall, Ithaca, N. Y.

### The Backward Pupil

There have been times when the classes composed of manually minded children dressed dolls, made maps, or built models of houses, as a means of concrete expression. In this paper, however, I propose to show that the written word can be used just as concretely as any other tool of expression for those who are unable to deal with abstract ideas. Such pupils need to be kept busy constantly at some form of construction. Even more than normal pupils they learn by actually doing. The classes I am talking about write compositions of one sort or another, stories, plays, verse. What ambitious sounding titles for a few badly put together sentences! Yet if we can be permitted to borrow such nomenclature from what really constitutes literature, perhaps the emotional attitude of both teacher and pupils may be that of fun. May we please be permitted to place their work in the realm of art, even if the art is on the most embryonic of levels?

Let our justification be that it is a very modest form of art. However crude it may be, it is a means of expression, an opportunity for release. As far as it goes, it is truly creative, yet to an uninitiated outsider it may appear to be no more than a few awkward sentences loosely strung together.

It is essential to remember that these mentally immature children with whom we are to deal are so apt to have poor emotional control. They get discouraged easily, and this discouragement makes them unwilling to do any work. "What's the use?" is their cry. "I always fail." Yet they can be encouraged if they can be shown a few good things that they can do. Very few compositions are so poor as not to have at least one good point. It may be only a vivid word. Yet that can be utilized to show the writer that he has brought out one thing worth mentioning. It is the thrill of pleasure which the pupils feel on discovering what can be done with words, in direct connection with expressing themselves, that colors their work with the emotion of satisfaction—and something more. They want to go on, experiment, sound themselves. Getting children to express emotion through writing sense images is a simple way of securing vivid compositions. The ability thus to express emotion is what differentiates literature from other forms of

writing.

A typical recitation, in which this motive is employed, runs somewhat as follows. The teacher starts by asking the pupils what they would do if a toy balloon were to explode close by.

"I'd jump," is the likely answer.

"Why?"

"I'd be frightened."

"What would frighten you, the color of the balloon, the smell of the gas, the shape?"

"Why no, the sound!"

"Can you think of other sounds that might cause fright? What noise terrifies your baby sister?"

"She cries when she hears the whirr of the electric fan," may be one answer.

"If she minds the wh-whi-whirr-r-r-r-r, does she mind the b-b-buzz-z-z-z?"

Another member of the class may tell us that he used to be afraid of the loud boat whistle. Another still hates the sound of hissing steam. Further examples convince the class that loud sounds may cause the emotion of fear. The trend of the question is changed.

"Your little sister cried when she heard the door slam. Does she cry from fear at every sound she hears? Is she afraid when your mother sings softly, 'Lulla, Lulla-by?' What does she do then?" It appears from the answer that she is soothed.

Aside from sound, the other sense images that may be men-

tioned include the kinesthetic. They are primitive in appeal. Rocking, bouncing, swinging, what pleasure they gave us at an early age! Mother Goose, with the strong emphasis on rhythm, delighted us before we knew the meaning of the words. The pupils, even those who were at first horrified at the thought of writing any kind of verse, quickly come to find fun in creating jingles that have swing to them.

There are many other approaches to a lesson in composition. Sometimes we start the lesson by a chain of associations. As soon as a topic is given, a child is told to write rapidly a list of words that come to him, whether these seem to belong to the topic or not. Some such title is given out as, "The Steam Shovel," or "Heigho, the Holly!" or any other heading that affords an opportunity for writing sense images. At the end of three minutes the lists are read. The pupils, under the direction of the teacher, point out the images of sight, sound, touch, rhythm, as the case may be. Often it is found that the order of the words, as they rushed to the writer's mind, has a pattern. A child is delighted when the teacher tells him that he has done one of the things a poet does when he writes verse. He is shown how, by changing a word here, a syllable there, he can improve the rhythm.

This is what the paper of one



pupil resembled, after he had been told to write down in three minutes all the words suggested by the subject, "The Steam Shovel:"

dirt  
rock  
monster  
power  
dinosaur  
work of man  
destruction of beauty  
mountains broken through  
rivers held back from the sea  
nature harnessed for the work  
and comfort of man

The pyramid form in which the words have found their way to the paper is apparent. Might that not suggest the accumulating power of getting up steam? Oh my, yes, the teacher needs a vivid imagination! The monosyllables at the beginning might be the first, short preliminary puffs from the engine as it gathers momentum. So much for what we are pleased to call pattern.

After the reading aloud of a few lists, the class is told to write a composition in any form: a play, a poem, or a story. Often a pupil will say, "May I write a poem now?" The teacher knows he can't write what the critics would call poetry, but when he makes his writing even a crude form of self-expression, it can be labeled a form of art for all practical working purposes. She says to the child, "Yes, you may write a poem if you like."

As the teacher goes about the room looking at the papers being written, she discovers a few sense images. She can honestly and sincerely commend the work by pointing out a vivid passage here and another there. Thus cheered, the child begins to feel he can write.

And not one word, so far, has been said about spelling, sentence structure, verb tenses. No, all the demons have been ignored for the moment. Almost every day, some child will ask how to spell a word. Since the class apparently isn't nearly as interested in punctuation, the teacher seizes any opportunity to point out that some artificial aid is needed to make the meaning clear. She suggests that the effect could be improved if the attention was not distracted by having to hunt out the connection between the words. If this long string of words were divided into sentences, might not the thought stand out more clearly? Sometimes a pupil will have caught the spirit of the game sufficiently to say that he wishes he knew when to use a period.

"I know that one is put at the end of the declarative sentence. I learned that long ago without being able to use periods," he may say, showing he can't recognize a sentence unit. That is a heaven-sent opportunity. Questioning may reveal others of the class in the same plight.

"How many want to spend a few days being drilled on sentence structure?" may bring forth volunteers. The others are told that they can join that group later if they feel the need, or if their work shows that they need it. Whereupon the teacher knows that she must rack her brain and keep on racking it, to make the work profitable and, at the same time, interesting.

Although I have other devices to emphasize vividness in writing themes, such as casting what might otherwise be stupid narratives into the form of dialogues, or simple dramatizations, I find that the hunt for image-bearing words developed in descriptive writing carries over into other forms of writing. There really is no dividing line between the various forms. Each one blends into the other, and each is employed to heighten the effect of every other form.

FRANCES MARY URION.  
Curtis High School.

#### Activities of the Social Science Section

During the past academic year, five meetings were held by the Social Science Section of the New York Society for the Experimental Study of Education. The first meeting on November 8 dealt with "A Constructive Program in Training for American Citizenship," the speakers being Commissioner James Marshall, Dr. John

L. Tildsley and William G. Kimmel, Managing Editor of "Social Studies." Assistant Superintendent William Jansen, Winfield L. Rice and Dr. Abraham Lefkowitz, also participated actively at this session.

The next meeting on January 10 was devoted to a "Survey and Critique of Recent Trends in the Social Studies." Professor Erling M. Hunt, of Teachers College, and Professor Daniel C. Knowlton, of New York University, presented the main addresses with Professor John N. Andrews, of New York University leading the discussion.

The meeting of February 14 was devoted to the inauguration of an experiment in radio education in coöperation with the League for Political Education and the National Broadcasting Company. The speakers on this occasion were Martin Wilson, Chairman of the Social Studies Council; Franklin C. Dunham, Educational Director of N.B.C., Leon Levine, Program Manager of "America's Town Meeting of the Air"; and Sidney Barnett, of the Richmond Hill High School. Forty high schools participated in this project on a voluntary basis with selected students from senior classes in American history and economics attending the broadcasts at Town Hall in person while their classmates "listened in" as a homework assignment.

On March 13, the Social Science Section meeting dealt with the



"New Syllabus in American History." Mr. Lucian Lamm, Chairman of the Syllabus Committee and Mrs. Alice L. Rathbun, Chairman of Social Studies at the Textile High School, were the leading speakers. Others who participated actively were Dr. Marian Cahill of Erasmus Hall High School, Miss Maude Kivlen of Girls' Commercial, and Morris Cohen of Benjamin Franklin.

The final meeting of the school year was held on April 3, and was devoted to a consideration of "Social Education in Germany—Past and Present." Professor Paul R. Radosavljevich of New York University, dealt with the ideological aspects of social education in the period before the Third Reich, while Professor I. L. Kandel of Teachers College, described the educational program developed since the advent of the present regime.

The Social Science Section will engage in four different types of activity in the future. In addition to the reporting of trends and tendencies in the social studies in this country and abroad, it will be concerned with the initiation of experiments pursued on a co-operative basis, and especially with the reporting of classroom activities on all educational levels in the metropolitan district that represent a noteworthy deviation from ordinary educational practice. Clearing house committees have

already been organized on several different levels to gather data and to plan such meetings.

Among the subjects planned for consideration at meetings during the coming school year are the following:

1. The Teaching of Controversial Problems
2. Adult Education and Social Intelligence
3. Social Education in Italy and Russia
4. Trends in Curriculum Making
5. Training of Teachers of the Social Studies

Professor Roy Hatch of the New Jersey State Teachers College, and Professor Gill of New York University, are among those who will participate in these programs.

Teachers of the social studies are urged to send along suggestions and information relative to activities of an experimental nature that might be reported at section meetings.

MICHAEL LEVINE.  
New Utrecht High School.

### To Martin Mendel

Some raise up costly tombs to mark  
the dead,  
Some don coarse sack and ashes  
on the head,  
Lament and beat the heart in futile  
plea,  
Yet need we do none of these  
things for thee.

For a beautiful soul needs none  
of these—  
It leaves a garden of lovely

memories.

SARAH THORWALD STIEGLITZ.  
Thomas Jefferson High School.

## REVIEWS

### Character Education

By Harry C. McKown. McGraw-Hill. \$3.00.

"The true test of civilization is not the census, nor the size of cities, nor crops—no, but the kind of man a country turns out." Taking as a keynote for his book this characteristic bit from Emerson, Dr. McKown proceeds in a thorough-going fashion to show how the school can harness its vast resources to this fundamental and inescapable task.

This is distinctly a text for the school-man, whether he moulds youth through the daily classroom contacts, or with owlsh omniscience directs the destiny of a school from behind his desk and two or three secretaries. It is a practical demonstration of how principles can be made to function in a vital and important fashion. There is little pedagogical talk here. Teachers and administrators will welcome this feature. The business of character education appears too serious a thing to the author for him to piddle with matters that do not directly contribute to what counts in the educative process. He leaves fine-

spun distinctions to the meta-physician and the academic trifter.

The early chapters of the book are taken up with a definition of character, the objectives of character education, and the obstacles that a changing society has put in the way of the educator who would realize these objectives. Other chapters deal adequately with the recent trends in character education, and point out how the latest researches in psychology and related fields have altered traditional approaches.

Of particular interest to the teacher are the chapters dealing with the highly controversial "direct" versus "indirect" techniques of character education. The tendency today is definitely in favor of the indirect, though, as Dr. McKown points out, the direct method has certain virtues without which any character education program cannot succeed. The best procedure, it would seem, lies in utilizing the best in both of these methods, since in certain very vital respects, they supplement each other.

Following this comparatively brief discussion of basic concepts underlying a character education



program, Dr. McKown takes up in great and suggestive detail the carrying out of the program through the school organization. The curriculum, extra-curricular activities, classroom activities, home room, activity school, individual counselling, are each taken up and treated with the specific aim of demonstrating their possibilities for building and directing character.

Realizing that character education is larger than the school, Dr. McKown discusses the function of supplementary organizations such as Boy Scouts, Camp-Fire Girls, and others, the motion pictures, the home, the newspaper, in short, all and any extra-school agencies which come in contact with the growing child.

Additional chapters deal with the motivation of character instruction, the teacher, his place in the process, and the qualities and techniques he must possess for the job.

We cannot praise Dr. McKown's book too highly. It is practically indispensable to any teacher who is even vaguely concerned with what is happening to his students. If the educator is deeply convinced that his job is making better men and women out of the malleable human stuff before him, and if he occasionally wonders how it can be done under our present system of monstrous impersonalness, he can do no better

than read what Dr. McKown has here set down. The book is crammed with helpful material, and is, in spots, yes, downright inspiring. There is vision, enthusiasm, and good old-fashioned horse-sense in these pages, too. This is straight-from-the-shoulder advice from one who, despite his prominence, has not forgotten the problems and needs of the classroom teacher.

A. H. LASS.

**An Experience Curriculum in English: A Report of the Curriculum Commission of the National Council of Teachers of English**

W. W. Hatfield, Chairman. D. Appleton-Century Company.

Within recent years, the English curriculum has been constantly under fire both from reactionary and progressive quarters. "Too many fads and frills; not enough drill on fundamentals," was the charge of the moss-backs. But no one has listened very seriously to them. For it was felt that, if anything, the English course of study was too much engrossed in so-called fundamentals, and was losing sight of English as an instrument for social efficacy. The objections from the progressive camp, however, have gained in force and pertinence with the years. The logic of events, the changing nature of the school population, the definite demonstration that for a signifi-

cantly large percentage the traditional curriculum is worse than useless have forced English teachers to re-think in new terms the meaning and the function of their instruction. There was little doubt in the minds of most that the curriculum consisted of fragmentary, discrete experiences, that it failed to achieve a vital rapport between the student and his world.

"An Experience Curriculum" is an effective, if not final answer to the critics of the English curriculum. Into its making has gone the most progressive and most enlightened thought on English teaching in America. That this will meet all the changed and changing needs of our schools and students is not the arrogant pretense of the Committee. This is no attempt to force upon our schools a uniform curriculum. It is rather a master pattern setting forth the larger directions in which English instruction here in America will for some time continue to move.

The principles on which this Experience Curriculum is based may be summarized somewhat as follows. It posits the experience of the child as the basis from which the curriculum must start. Learning takes place only through active experience. Hence, the curriculum must consist of those experiences which the child has at present, as well as those he may reasonably be expected to have when he attains some degree of

maturity. Here the curriculum fortunately does not prostrate itself before the sacrosanctity of the childish ego, but demonstrates a respect for what the child is, as well as an intelligent solicitude for what he is to become.

Further, in order to intensify and give some significant order to the child's experience, the curriculum reaches out beyond formal situations into the real life of the child and the community, and seeks to bring both to the child in some meaningful whole. Life should come to the child in experiences as integrated as the curriculum can possibly make them. It will be noted that here the curriculum has followed the lead of those who have been insisting on the integrative function of English.

The curriculum constructed on these principles consists of "Experience Strands" for each year of work. In each of these strands are embodied the skills necessary for the individual to realize himself through these experiences. Facts are presented as means towards desirable ends or as here designated, "enabling objectives." The subject matter is not codified, but presented as an orderly and meaningful sequence of experience units, adapted to the needs and capacities of the individual learners. Throughout the key idea is "Guided experiences paralleling present and future out-of-school



experiences."

The literary experiences here included were chosen in the light of their present value to the student and the type of experiences presented. There is emphasis throughout on free and wide home-reading. A wide variety of material is provided for rounded esthetic, moral, and intellectual experiences. Students, the committee feels, should be left free to choose their own reading, even if their choices are not always in impeccable taste. This is a comforting reaction against the purists in our midst.

The section dealing with creative expressions shows further how the new curriculum makes the experiences of the child contribute directly to his desire for self-expression. It demonstrates how formal instruction in mechanics can take place without deadening pupil interest.

The chapters on instrumental grammar, usage, and corrective reading are particularly provocative.

We regret that limitations of space prevent our giving this volume the full notice it deserves. Every teacher of English owes it to himself to read through this work. Certainly no book of equal importance to the teaching of English has come off the presses in the last five years or more. "An Experience Curriculum" is the boldest step that our profession has taken to unshackle itself from the past. So far, it is the

most authoritative, the most forward-looking pronouncement of policy.

A. H. LASS.

### **The Psychology of Adolescence**

By Luella Cole. Farrar and Rinehart. \$3.00.

It is hardly an easy task, at this late date, to say anything new about the psychology of adolescence. Barring certain variable environmental elements which come to play upon the adolescent, the factors in adolescent development remain remarkably uniform and constant. And so it would be difficult to justify any new text on the subject in terms of its novelty. Dr. Cole, however, makes no such claims. Her aim is to present the findings about adolescent psychology as objectively, as comprehensively as possible. She tries further to make her discussions contribute directly and practically to a solution of the problems which face the classroom teacher daily. There is always room and time for so sane, balanced, and useful a treatment as Dr. Cole's.

The first six chapters of this volume deal with the physical, emotional, social, moral, religious, and intellectual development of the adolescent. A rich selection of illustrative case studies lends color and vividness to what would otherwise be a purely academic discourse.

In Part III, Dr. Cole discusses

various types of adolescents and their characteristics. This type of classification is a very fruitful departure from the run-of-the-mill text. It makes possible an intelligent approach to the bewilderingly diverse phenomena presented by the adolescent. Roughly, Dr. Cole finds five types of adolescents: The normal, the delinquent, the emotional deviate, the intellectual deviate, and the vocational misfit. Teachers will find these fully documented and illustrated chapters extremely valuable.

Part IV presents a picture of the adolescent's environment, and the effect that it has in moulding him.

This is a thoroughly sound and useful manual for all who seek an understanding of the adolescent, and especially for those whose thankless and arduous mission it is to bring understanding to the adolescent.

A. H. LASS.

### **Wayward Youth**

By August Aichhorn. Foreword by Sigmund Freud. Viking Press. \$2.75.

Dr. Aichhorn is here pleading for a wider use of psycho-analysis in diagnosing and curing the confirmed as well as the incipient delinquent. The author wisely avoids an exclusive reliance on psycho-analytical techniques. He realizes that juvenile delinquency is generally complicated by factors not wholly referable to personal

insufficiency. The delinquent act he sees not as a simple unitary psychological response, but one that is inextricably involved with the socio-economic and cultural milieu of the child. Hence, diagnosis and therapy can be effective only if the delinquent's problem is viewed in this light.

Himself an ardent devotee of the Freudian approach, Dr. Aichhorn cautions against too great reliance on this technique. He is insistent that it is ultimately most valuable. But not all cases require its application. The investigator must be careful not to cripple his own efficiency by misapplying his technique.

This is not a formal treatise in any sense. Yet the author manages to do more than most formal texts ever achieve. Through the detailed analysis of typical cases, Dr. Aichhorn expounds his theories of the cause and the cure of juvenile delinquents.

Whether you are a Freudian or not, you ought to leaf through this volume if you are at all interested in the adolescent and what makes him go. Whatever your bias in this matter, Dr. Aichhorn has something valuable to say. Discount half of his Freudian embroideries, and there remains a solid body of psychological truth here arrived at through years of intensive exploration of the adolescent psyche. Dr. Aichhorn's insights into adolescent confusion and frustration are at times



astounding for their subtlety and penetration. This is a wise book by one who understands, and what is more important, loves the warped little beings that come before him.

A. H. LASS.

### Guiding Our Children

By Frank T. Wilson. Globe Book Company, New York.

This is a mildly Freudian guide for parents interested in developing healthy and normal attitudes toward reality in their children. Mr. Wilson's approach is the genetic one. He believes that the

early years of childhood are of crucial importance.

In his sane and sensible discussion, Mr. Wilson covers such topics as "Bodily Needs," "Sex," "Inferiority and Superiority Feelings," "Death," "Family," "Authority," "Working," "Living," and so forth. He is at great pains to point out how the intelligent parent can help his child to come to grips as early as possible with these realities.

Mr. Wilson's style, though in the main quite readable, is not always as felicitous as it might be.

A. H. LASS.

Enrollment in the Different Foreign Languages in Evening High Schools  
as of March 31, 1936

Languages	I	II	III	IV	V	VI	VII	VIII	Adv.	Total
French .....	1,681	1,115	950	954	719	728	46	10	68	6,203
German .....	510	357	232	207	134	101	8	8	81	1,625
Italian .....	714	287	195	204	36	63	.....	.....	19	1,580
Latin .....	582	272	190	181	92	75	3	3	57	1,417
Spanish .....	2,043	1,081	706	727	242	278	7	6	.....	5,147
	5,530	3,112	2,273	2,273	1,223	1,245	64	27	225	15,972



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SEPTEMBER • NINETEEN HUNDRED THIRTY-SIX



# HIGH POINTS

IN THE WORK OF THE  
HIGH SCHOOLS OF  
NEW YORK CITY

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## PUPIL ADVENTURE IN SCIENCE\*

NOT long ago I received an invitation to a meeting. It was, in many ways, the most unusual and the most interesting that had ever come my way. The penmanship and mode of expression were obviously the product of adolescence. The letterhead was an imposing attempt to impress the reader with the scientific importance of the Millikan Researchers who were inviting me to attend one of their meetings:

"Dear Sir: (it said)

"You are hereby honored by an invitation to inspect our laboratory. You have been chosen by secret ballot out of a hundred candidates because we believe you are a scientist and can help us in our deep scientific research. The members will be ready for you. Their experiments are all set—all except two, who are afraid to divulge their discoveries to anyone. However, there will be enough to prove to you that we have some real scientists in our midst. But if you come, we beg you to promise not to reveal our secrets before they are fully perfected for the world at large.

"Let us know if you can come on March 2. We will meet you at the 174th Street subway, promptly at 7 P. M. From there, a committee will escort you to the laboratory.

Scientifically yours,  
The Secretary"

\*Address before the New York State  
Science Teachers Association in Syracuse,  
New York, December 27, 1935.

Of course, I accepted; and promptly at seven on the day and at the place mentioned, I presented myself to the committee of welcome. I was taken to a house in the neighborhood and marched through an alley and down a cellar. Over the entrance door was a sign which bore the title, "Milliken Researchers", and was profusely decorated with all sorts of scientific insignia. Beneath the sign was this interesting legend: "Life Begins at Three". The meaning of this was at once explained to me. "Schools," they said, "begin at 8:40; but for us life begins at 3 o'clock; when we are free to come to this laboratory."

Inside the crude and not too clean cellar, an amazing array of activities greeted the eyes. In one corner were a workbench and a set of miscellaneous tools. Crude plumbing had been installed at one side and next to the sink was a table carrying numerous flasks and chemicals. A bunsen burner was heating a glass retort, and evil smelling fumes filled the atmosphere. A strange contraption with several lenses was sending colored light beams to the ceiling. In another corner was a neatly arranged microscope flanked with dozens of



test tubes, each containing a wad of absorbent cotton. At the side was a library of several dozen books and magazines all dealing with science and experiments.

Beside each piece of apparatus stood a "Researcher", guarding his material closely and ready to explain what it was about. As I moved from one to the other, I learned more and more about these wonderful pieces of research.

Here was a youngster of 13 who was seeking to isolate the germ that causes carbuncles and boils. He had inoculated his petri dishes with material drawn from a boil on his father's neck. He exhibited his cultures and showed me what they looked like under the microscope. He had great hopes for speedy success. His technique was most impressive.

The lad who was cooking "stuff" in a retort said he was "after a new kind of cellophane." He was somewhat discouraged and asked me for help.

One boy had made a spectroscope. Another showed me his homemade telescope. Still another described his plans for using a photo-electric cell on his automobile so that the latter would stop automatically when the traffic light turned red. The club biologist was attempting to cross-breed white-eyed and red-eyed fruit flies to prove sex-linkage. The "medical man" demonstrated a series of blood-slides and his ability to take

a person's blood-count.

There were more than twenty inventions in that cellar, all of them conceived and executed by boys between the ages of 12 and 15. Talking to these youngsters, I was impressed with their knowledge and understanding of science, their imagination, their ingenuity and their energy. Of course, I found, too, much crudity of expression, considerable vagueness of purpose, as well as a great deal of unjustified enthusiasm in the efficiency of their inventions and discoveries. Yet, they were all thinking, studying and living in an atmosphere of science. Each member was launched on an adventure. In each, there was an urge "to do", born of real interest and of tasks self-imposed.

Now, it is frequently said by those who are concerned with education—particularly our progressive educators—that the school rather than the cellar should be the place for such science club activity. Every classroom, they believe, should breathe the same vital atmosphere that animates the meeting place of the Millikan Researchers. Proper teacher guidance should eliminate the waste which frequently accompanies the self-directed clubs, and guard against errors and mismanagement.

This point of view is undoubtedly sound, but it fails to reckon with school conditions as they are, especially in New York City since

the coming of our economic depression. Classes of 45 or more pupils, heavy teaching loads, double sessions which utilize every available room until 5 P. M., and lack of materials, all contribute to make science teaching a very different thing from science club work.

Let us, for a moment, examine the situation in a typical classroom of a large high school:

At the stroke of the bell, announcing the beginning of the third teaching period of the day, the science teacher calls his class to order. Two other classes have come and gone; two others will come after the third period is over. In each group there are about forty eager adolescent minds. Before work can begin attendance must be checked and assignments attended to. If the teacher is so fortunate as to have had the previous class period free, he must now make certain that the English or History class which used the room last did not disturb or break the demonstration materials which he had prepared.

"Thirty-three minutes left", thinks the teacher to himself, "in which to put over the lesson on electrolysis." He is about to launch the subject when two hands are raised.

"What is it, John?"

"Mr. Brown, I have here a newspaper clipping about a new discovery which reminds me of what

you showed us yesterday; but I don't understand it."

"All right, John," replies the teacher, "Post it on the Bulletin. Later we shall look into it. Now, we must go on."

The owner of the second raised hand also has a clipping—from a magazine—but noticing the teacher's anxiety to "move along," he decides to let the matter drop. He can embalm his clipping on the Bulletin Board without further instructions.

The work begins with a very interesting demonstration on electrolysis. It is so interesting, in fact, that all sorts of questions arise. Some of these the teacher answers; others are shunted aside. When Robert remarks that he has read about a kind of heavy water which is prepared by electrolysis, Mr. Brown replies that he "is afraid there isn't time to go into that now." If one could read the minds of the class, such thoughts as these would undoubtedly be found there:

—I wish I could try that experiment myself sometime.

—I think I'm going to try to explode some hydrogen when I get home this afternoon.

—I wonder if I can do this without platinum.

—Would table salt do as well as acid?

—He didn't really prove that there was exactly twice as much hydrogen as oxygen.



—Some day I'm going to be a chemist.

But the teacher can not stop too long or too often; since thirty-three minutes fly by so rapidly. The course of study must be covered; examinations must be passed; supervisors must be satisfied. In fact, the better the teaching, the greater is the temptation to follow the paths of inquiry that will delay the completion of topics.

In drawing the contrast so sharply between the club and the class, we recognize that classwork need not always be routinized, and that many clubs fail to achieve good results. However, the essential distinction between the two, in the matter of appeal to individual interests and the stimulus to creativeness, cannot be denied.

In New York City, as in other places, science teachers have seized upon the club idea as an escape from the restricting conditions that must necessarily accompany over-large schools and classes. In one respect, however, we have been more fortunate than other localities in the help which we have received from a rather unique organization in New York City called The American Institute. The Institute has a long and meritorious history of service to science education. About eight years ago, the Institute, recognizing this interest in science activity on the part of boys and girls, and wishing to give it organized opportunity for de-

velopment, initiated The Children's Science Fair. We are now planning the eighth Fair. All over the city thousands of pupils are at work and have been at work for months, planning, building and perfecting their science projects for exhibit. It would be somewhat beyond the scope of this paper to dwell too long on the aims, methods and special techniques in holding such a Fair. May I, therefore, refer those who are interested in these details, to an article in the April, 1934 issue of *Science Education* and to a pamphlet called "The Children's Science Fair" published by the American Institute (refer to copies on display). Several cities have already developed their own Science Fairs and others are planning similar projects.

The most significant development or sequel to our Science Fairs has been the organization of the Junior Science Clubs. In so many instances, the boys and girls who prepared exhibits for the Fair continued their science interests in Science Clubs. Often, however, such clubs did not meet the needs of children for want of effective leadership, proper programs of activity and sufficient materials and facilities.

The Junior Science Clubs, as a central organization, attempts to solve this problem by encouraging the formation of clubs and by developing a Science Club Service. Today, there are 250 member clubs,

representing 7,000 boys and girls who make use of this service.

We should not be deluded into thinking that Science Clubs are a panacea. After all, club work reaches at most only 10,000 boys and girls out of a high school population of about 200,000. This is but one in every twenty. The problem of reaching the remaining nineteen through science activity is still a real and pressing one.

However, club work offers many suggestions for class work. Were it not for the light which club activity sheds upon the nature of our teaching problems, our efforts and this paper would be pointless. Let us, therefore, examine the question from that angle.

First, the science teacher who is also a club sponsor becomes a school personality. Somehow, his recitations take on a more vital aspect. He succeeds where he used to fail.

Second, the club sponsor, as a teacher, tends to follow the syllabus less slavishly. He is more flexible in his approach. He varies his methods. He tends to recognize and to make better use of pupil interests.

Third, club experiences and activities are constantly cropping up in class discussions. These make for better teaching and better learning.

Fourth, teaching methods are taking on new life because the teacher-sponsor is learning the tech-

nique of enlisting genuine interests.

Fifth, notebook work of the standardized, routinized, meaningless kind is assuming less and less importance.

Sixth, less stress is being placed upon grades and promotion, and more upon good thinking.

Seventh, it is becoming increasingly clear that *more*, not less laboratory work is needed; but laboratory procedures will need to be thoroughly revamped. There is not much adventure in the cookbook type of laboratory manual.

Eighth, it does not matter much what philosophy of science education we adopt in theory, if in our practice we do not give central place to student activity. Thus, curriculum workers acting on the premise that we must have a 12-year science sequence, develop, after much deliberation, a set of interpretive generalizations in science. These, they say, are what the child must have for enriched living in the modern world of science and in a democratic form of government. So far—correct. But how can the child make these generalizations his own? If the curriculum worker would inquire into how he himself, as an adult, arrived at the generalizations, he would undoubtedly find as a basis for each generalization, a long string of experiences and activities. The curriculum, therefore, should be built upon pupil activities as a core.



This is true whether we hold with the philosophy of the 31st Yearbook, whether we seek merely to interpret the child's environment, or whether we aim to use our science work primarily for the inculcation of scientific habits and attitudes. The science teacher who is also a club sponsor will testify to the soundness of this point of view.

Ninth, science clubs are not a new teaching device. Educational literature is replete with efforts along this line. A careful study of this literature indicates that the club spirit in the classroom has always resulted in good teaching. In this connection two developments in curricular work in New York City may be mentioned:

- (a) A Special Science Project Course for Non-Academically Minded Pupils. This has met with great success in the classroom of Mr. Joseph Singerman of the James Monroe High School. Drawing upon his experiences with science clubs, this teacher has organized a year's course on the ninth year level for boys of low I. Q. There is very little group discussion. Each pupil is actively engaged in building something or in performing simple experiments. The course will

soon be ready for publication.

- (b) Science Squad Activities. This has been most highly developed by Miss Dorothy Tuthill of the DeWitt Clinton High School. The squad consists of a group of pupils who, during their daily free period, come to the laboratory in order to assist in preparing demonstration material. However, this assistance is but a small part of their activity. Under Miss Tuthill's guidance they carry on their own research in various fields. Just as Mr. Singerman's course is specially designed for the slow pupil, so Miss Tuthill's course cares for the needs of the bright pupil. Both courses take their origin from science club techniques.

Finally, it should be pointed out that class work in science is influencing club work. Many of the club projects began as questions raised in class. After all, class work does give an opportunity for the systematic pursuit of an organized body of subject matter, and where teaching is "artistic", such organized knowledge fills an important adolescent need.

I can not close this discussion of science club activity without listing

a number of conclusions concerning the technique of club leading, which were arrived at after a number of recent conferences by more than 100 club sponsors in New York City.

1. A successful club should not have more than 16 to 20 members.
2. Set up standards of admission to membership.
3. Those who do not meet these standards should serve a period of apprenticeship. Let them become members-in-training.
4. Provide some special work-room or club room.
5. Let the constitution be simple. Informally organized clubs are the most successful.
6. Avoid initiation ceremonies.
7. Do not stress parliamentary procedures.
8. Develop a club library.
9. Encourage members to read papers on their projects or research.
10. Make use of alumni for club programs.
11. Encourage inter-club activities.
12. Most of the meetings should be laboratory or work periods.
13. Encourage field trips and visits made independently by individual members. Ask them to report to the club.

14. Have the club publish a mimeographed magazine once a year.
15. Plan the meetings for the entire year in advance.
16. Never postpone a meeting, if you can help it.
17. The most popular types of specialized clubs in the senior high school are in Photography, Microscopy, Plant and Animal Experimentation, Project Building, Radio, Astronomy, Chemistry and Aviation.
18. There is great need, especially in the junior high schools, for a General science club. Such a club might appeal to large numbers; but a successful technique for conducting such a club has not yet been developed.
19. Some form of curricular credit should be worked out for extra-curricular work. The services of the club sponsor should be recognized in some way by the school administration.
20. There is great need for an educational survey of:
  - (a) Science interests among boys and girls (ages 10-16) who join various types of science clubs.
  - (b) Problems of the club sponsor, his qualifications, interests, abilities and training.



- (c) Various agencies in the community which offer or might offer assistance in the successful conduct of science club activity.
- (d) Science club activities and projects, with a view to

the publishing of a practical guide and source book for club members and sponsors.

MORRIS MEISLER.

Haaren High School.

## DEVICES FOR TEACHING ENGLISH TO LOW IQ'S

THIS article is written by two teachers who have worked together in an annex in which are placed the pupils who receive the lowest ratings in the intelligence test which is given to all students entering the high school. There is a double purpose in segregating these students. The first purpose is to give them an opportunity to develop at a pace permitted by their own ability. The second is to provide a laboratory in which a group of teachers, working closely together, may formulate a syllabus suitable for non-academically minded pupils.

This article pretends to do nothing more than to describe a few devices used in this annex to save written composition, oral composition, reading, and literature lessons from the death to which they seem, at first, condemned by the excessive boredom of the mentally underdeveloped pupil. Undoubtedly, these devices have proved successful because of the coöperative group action of the teachers, rather than because they are startlingly clever ideas.

### BEGINNING A LESSON

How is it best to open a lesson with the kind of a group which, under the best conditions, is never anxious to begin thinking? Here two devices are being used successfully. Both are based upon the principle that a class will respond to a leader chosen from its own ranks with keener interest than it will react to the teacher. In one, the class is organized into a "Grammar Guard" whose Captain, at the sound of the bell, calls the Guard to attention in true military fashion. A short oral grammar drill which has previously been placed on the board is then led by the Captain while the Guard, which is the class, briskly responds. The alternative device is that of appointing a new class secretary each week to read aloud, at the beginning of the daily lesson, the minutes of the previous lesson. The class comes to order automatically when the reading begins, and the report serves as an excellent review. Once the teacher has attained a proper classroom attitude by either of

these methods, it rests with her to keep the lesson alive.

### LITERATURE

Visualization is an invaluable aid in teaching literature to slow students. To translate the written description into reality of objects and action must be the aim of the teacher who wishes the class to retain an interest in any piece of literature.

Two devices which we have tried with unexpectedly happy results are dramatization and figure modelling. The usual dramatization of adaptable scenes from the term's literature is eagerly undertaken by our students. So gratifying has been the actual work resulting from their enthusiastic attitude that a little classroom project based on Chapter II in *Treasure Island* was staged for Parents' Night with no changes from the first spontaneous class production. But most satisfactory are the excellent pantomimes which are produced in the classrooms. When *The Arabian Nights* was read, Scheherazade told her stories to the Sultan in a far corner of the room, while, at the front of the room, some of the students enacted the stories with gestures.

Students respond with delight to clay figure modelling. It is possible to teach the pupils, in about twenty minutes, to make little figures representing characters in their books. All the rest of the work—fashioning the features of indi-

vidual characters, costuming, and making of settings—is done at home. The teacher finds it necessary, if this project is to have any value, to insist upon adherence to the facts and descriptions in the books. The best clay figures are put on exhibit in our main hallway. In the case of both these projects, emphasis is placed upon coöperation between classes. Folding doors are drawn back in order that one class may witness the pantomime presented by another class. Clay figures modelled by one group of students are shown to groups not participating in this particular unit of work. Because classes are working with different books as sources for their material, this co-operative method not only helps to acquaint them with many new books, but keeps classes wide-awake because of the novelty.

### WRITTEN COMPOSITION

No group, particularly a slow group, can learn to write until it has been taught to see and to hear and, in some way, to record what it has observed and heard. The following devices are being used to make this recording seem attractive. In one case, the students carry with them "Reporter's Notebooks" and, as frequently as possible, make use of them. "Pen Snapshot Albums", little books in which word pictures written by the pupil are pasted in place of the usual photographs, are very popular with the students.



The writing of compositions proves to be a less irksome task to the pupil who has the incentive of filling her fat little notebook.

Letter writing, a thing so often repeated, and yet so essentially a part of English curriculum for students of low I. Q., is made to seem convincingly useful when our students actually carry on a correspondence with boys and girls in Texas. An honest effort is made by our pupils to write a presentable letter each time one is to be sent to Texas. In the case of one class, where we have been unable to establish contacts with an out-of-town school, we have arranged an inter-class correspondence. A feature of this plan is to have a "postman" deliver letters from one class to the other. The coming of the postman is awaited with eagerness, and little persuasion is needed to keep the outgoing mailbag full. This second device is highly recommended as one lying ready for use in any school.

#### ORAL COMPOSITION

Oral English lessons which, week after week of every term, are given in similar fashion, rarely prove stimulating to any group, even though the group may thoroughly understand and admit the need for oral self-expression. The restless low I. Q. group presents a special problem in this field. In addition to teaching these pupils to speak good English, it is necessary to

teach them to speak audibly and with some expression. This last is a difficult task. Exercises must be given for this purpose and it is important that these exercises be stimulating. For example, we write on the board a sentence such as: "Oh my! Can it be true?" We then suggest that the students tell of a real or of an imaginary incident which would evoke this comment. At the end of each incident, another student is selected to express in her voice the emotions of the characters involved. Variations of this theme always prove amusing, and the increased expression resulting will be evident in later two-minute speeches. Incidentally, little motivation is required when pupils are told that moving-picture actresses, in order to perfect their speech for the screen, are doing the same work.

When the usual weekly talks are given, the best speaker of the day often acts as guest speaker in a neighboring classroom. The visiting student and the visited class both find this pleasingly diverting. The work of the two classes is planned together so that the visitor's topic will correspond with the work going on in the class addressed. Whenever possible, we invite outside speakers to talk to our classes. Students from the main building and intelligent young friends of the teacher may be called upon for cooperation in this work. In one case, during Indian Week, a quali-

fied college freshman spoke to the classes on the subject of the Indian dance. So much did the students enjoy her speech and so impressed were they, that the visitor served as a good example for the remainder of the term. The novelty of the procedure and the good English heard from a girl of their own age had a very good effect upon the class.

#### READING EXERCISES AND OUTSIDE READING

Naturally, our groups invariably require much training in reading. The frequent appearance of reading drill books results, very early in the term, in audible groans on the part of the students. Since reading lessons are so indispensable and often repeated, it is necessary, every so often, to do something unusual in this field. For example, the pupils themselves are asked to make up reading tests based on passages which they select from their literature books. The best of these tests are then sent to a class that has no familiarity with the literature concerned. Those who compose the test are pleased to know that their work is put to actual use, while those who take the tests are interested in the fact that the latter is the work of other students.

It requires infinite patience and suggestion to induce slow pupils to do outside reading. In order to arouse in such a class any desire to read books, it is necessary to bring books to the attention of the class. The following works well. We reserve one black-board, at the rear of the classroom, on which we write in colored chalk, "Current Selection of the Book of the Week Club". Each week, pupils decide which book is to be the first choice for that week. A vote is taken when opinions conflict. The titles of the books are suggested by class discussion, by a stimulating book report, or by the teacher herself. The teacher often adds interest to her suggestion by reading aloud a short selection from the book. Concentration upon one good title for the week results in more reading than the usual procedure of recommending many books throughout the term.

In conclusion, we should like to say that these are merely suggestions of the type of device which pries open the closing eyelids of pupils whose minds are practically asleep.

CLAIRE L. BARON,  
ARLINE F. GRAEF,

Girls Commercial High School.



## A UNIT OF STATISTICS IN NINTH YEAR MATHEMATICS: AN EXPERIMENT

THE successful introduction of a unit of statistics in the ninth grade was the outcome of an experiment conducted by the writer last year in one of his mathematics classes. The unit was given in the second half of the semester, following the mid-term examination, and lasted four weeks. The content of the material, the nature of the group with whom the material was tried, and their reactions to it will now be described.

### NATURE OF THE GROUP

The group consisted of 37 boys in 9B grade who had studied elementary algebra through quadratic equations. Their mean age was 179.5 months, and the standard deviation of their ages 9.9. This is about the usual age for ninth graders in the writer's school. Examination of their intelligence quotients suggested that they were somewhat above average, the mean being 115.3 and standard deviation 12.8. The racial composition of the group was as follows:

Native, White, Jewish .....	34
Native, Colored .....	1
Native, White, Italian .....	1
Native, White, Russian ....	1

The writer's impression of the ability of the class was so greatly at variance with the evidence furnished by the distribution of the I.Q.'s that he decided to get the opinions of other major subject teachers of the group in regard to their work, effort, attitudes, and conduct. The following statements were submitted by their teachers:

#### Teacher A

"I consider '9B' anything but a 'one' class. They could have done far better work than they accomplished. S....., H....., and J. C....., have been a detrimental influence upon the class. "I am thoroughly disgusted with their determined lack of effort."

#### Teacher B

"Class '9B' has been industrious enough and hard-working, but their results have not been in proportion to the amount of effort expended; which goes to prove that they are not as brilliant as one would suppose. Their attitude is all right and with the exception of a few sneaks they have been well behaved."

#### Teacher C

"The work of the class was

satisfactory. However, the boys rarely went beyond their text-books for information. If the information was not contained in the text-book, they usually disregard the topic."

#### Teacher D

##### (Official Class Teacher)

"Uncoöperative, lacking in self control (as unit); had ability in many instances but would not use it; below the par of a '9B' class; unreliable; lacked stability."

Mention should be made of the fact that these opinions were submitted after the unit in statistics had been completed.

#### Scope of the Course

The subject matter of this course in statistics was set up and mimeographed, so that each pupil had a text. The basis of this unit was a chapter in the ninth grade mathematics text by Mitchell and Walker which is about to be published by Harcourt, Brace and Company. The scope of the work is suggested, though not completely covered, by the final examination which is reproduced here. This test, which was made up by Dr. Helen M. Walker, one of the authors of the text referred to, covers the computational phases of the unit more adequately than these phases which relate to judgment and interpretation, and to the general rationale of the subject. The test was administered after its receipt (in mimeographed form), so that the

writer had no opportunity to review its contents with his class.

An additional question, designated as Question IB, was included by the writer. It was stated as follows:

"Construct a histogram based on the distribution shown in question IA."

Name .....

School .....

Age .....

Boy or Girl.....

### I

#### TEST ON STATISTICS

Here are the scores made by 30 pupils in an algebra test: 59, 66, 56, 53, 48, 65, 60, 57, 55, 61, 67, 60, 70, 57, 50, 62, 58, 54, 63, 56, 69, 60, 58, 63, 51, 59, 64, 61, 64, 52.

In the space at right, tabulate these scores, using the interval indicated. The lowest interval shown is marked 47-49. This means that scores of 47, 48 and 49 are to go in this interval.

Score	Frequency
68-70	
65-67	
62-64	
59-61	
56-58	
53-55	
50-52	
47-49	

### II

Table I presents a frequency distribution showing the number



of arithmetic problems correctly solved by the members of a 7th grade class. Compute the mean and median, showing your work.

What is the mode of this distribution? Ans. ....

What is the median of this distribution? Ans. ....

What is the mean of this distribution? Ans. ....

What is the range of this distribution? Ans. ....

TABLE I

Number of Problems Solved Correctly by Seventh Grade Pupils in Center City, May, 1935

Number of Problems	Number of Pupils
28	5
27	4
26	4
25	2
24	4
23	4
22	5
21	10
20	6
19	1
18	2
17	2
16	1
	50

### III

Seven high school baseball teams have been playing a series of games

and at the end they rank as shown below. A local paper had predicted the ranks these teams would have, as shown below. From these two sets of ranks, compute a measure of relationship,

$$r=1-\frac{6 \text{ Sigma } d^2}{N(N^2-1)}$$

Show your work.

Team Rank at end of series Rank predicted by local paper

Center Valley	2	1
Jeffersonville	1	3
Blairsborg	7	7
Elsworth	5	4
Yorkville	3	2
Clinton	6	6
Douds	4	5

### IV

During the football season, 5 papers printed a list showing the order in which it thought the high school teams of the neighborhood would rank at the end of the season. Someone who knew a little about statistical method wanted to know which paper made the best prophecy, and computed for each paper. These are shown as follows:

Paper	r
Tribune	.05
Courier	-.14
Post	.81

Sun	.51
Herald	.41

$$r=1-\frac{6 \text{ Sigma } d^2}{N(N^2-1)}$$

1. Which paper made the best prophecy? .....
2. Which paper made the poorest prophecy? .....
3. If one of the papers had made

a perfect prophecy what value of r would have been found for it? .....

4. If one of the papers had exactly reversed correct order of the ranks, what value of r would have been for it? .....

Scores in Speed and Accuracy made by 90 students in typewriting in Middle Valley High School:

Accuracy Score

	40	41	42	43	44	45	Total
32		1	1	5	2	1	10
31		1	4	6	2		13
30	1	2	7	2	1		13
29	6	4	5	4			19
28	1	2	3	5	2		13
27	2	3	5	3			13
26	1	3	2				6
25	1	2					3
Total	12	18	27	25	7	1	90

The mean speed score is 29. Draw a pair of heavy horizontal lines across the table to mark out the cells with this mean speed score.

The mean accuracy score is 42. Draw a pair of heavy vertical lines down the table to mark out the cells with this mean accuracy score.

1. How many pupils made the mean speed score? .....
2. How many pupils made the mean accuracy score? .....
3. How many pupils made mean score in both speed and ac-

curacy? .....

4. How many pupils were above average in both scores? .....
5. How many pupils were below average in both scores? .....
6. How many were above average in accuracy and below in speed? .....
7. How many were below average in accuracy and below in speed? .....
8. Do you think it is true in this case that the most accurate pupils are the slowest? .....



9. Do you think it was true in this case that speed and accuracy tend to go together? .....

### ANALYSIS OF RESULTS OF FINAL TEST

In rating the test papers the writer first assigned credits to each question on the basis of 100%. Part credit was allowed in each case. The following were the assigned per cents:

Question IA	Tabulation .....	10%
" IB	Histogram .....	10%
" II (1)	Mode .....	2%
" II (2)	Median .....	5%
" II (3)	Mean .....	5%
" II (4)	Range .....	3%
" III	Rank Order Correlation .....	20%
" IV	Interpretation of r's (5%) for each) .....	20%
" V	Scatter Diagram (2% for each part) .....	25%
Total.....		100%

A frequency distribution of the per cent ratings disclosed the following:

Per Cent	No of Pupils
100	3
99	2
98	2
97	3
95	1
94	1
93	3
91	1
92	1
90	3
89	1
88	3
85	2
82	2
78	1
76	1
75	4
62	2
46	1
Total 37	
Mean Score .....	86.9%
Median Score .....	90%
Standard Deviation .....	11.5%

### Nature of Responses Made by 37 Pupils to Test Questions

Question	Time in Minutes	Classification of Errors Made	Number of Answers		
			Completely Incorrect	With Given Error	Completely Correct
IA. Tabulation of scores arranged in intervals of 3 units	1½-5	1 error		1	34
IB. Histogram based on IA	4-10	2 errors		2	
IIC. Finding mode		1 bar wrong		1	
IIB. Finding median		Axes wrong		4	31
IIC. Finding mean		Intervals wrong		1	
IID. Finding range	3-18	Arithmetic errors	4		33
III. Computing rank order correlation	4-6	Arithmetic errors	7	5	25
IV. Interpretation of r's	½-2	Errors in substituting in formula	3	7	27
Question 1.			3		34
Question 2.			3		34
Question 3.			3		34
Question 4.			3		34
V. Questions concerning scatter diagram					
Drawing means					
Question 1.	2-12		1		36
Question 2.			6		31
Question 3.			6		31
Question 4.			5		32
Question 5.			5		32
Question 6.			8		29
Question 7.			4		33
Question 8.			6		31
Question 9.			3		34
			5		32

Inasmuch as the distribution in Question II was arranged in intervals of one unit it was decided to give a supplementary test in finding the mean and the median where the interval was other than one unit. The test, as well as the interpretation of the results are given below.

### ADDITIONAL TEST ON MEAN AND MEDIAN

Score	Frequency
73-77	0
68-72	2
63-67	5
58-62	6
53-57	11
48-52	6
43-47	6
38-42	4



1. Compute the mean of the above distribution.
2. Compute the median of the above distribution.

#### INTERPRETATION OF PUPIL'S RESULTS

##### 1. Mean

Number Having No Errors....	29
Number Having Arithmetic Errors .....	2
Number Using Incorrect Methods .....	1
Total .....	32

##### 2. Median

Number Having No Errors ....	25
Number Who Did Not Add to Mid-Point of Interval .....	1
Number Using Incorrect Methods .....	4
Number Who Multiplied by Interval of 1 .....	1
Number Making Arithmetic Errors .....	1
Total .....	32

It is worthy of note that this test was given after the final examination in algebra given by the school had been held. The above had not been previously announced. This accounts for the absence of five pupils.

#### REACTION OF PUPILS TO UNIT

Throughout the experiment, the writer was impressed with the apparently great interest of the pupils

in the materials studied. In view of the fact that not only the writer but also the other teachers of the group had previously considered the class to be rather lacking in interest for school work, this situation appeared worthy of probing. The fact that the writer had promised the class to count grades made on this unit as part of their semester standing in algebra appeared to be only a partial explanation of their rising interest in class work. Therefore each pupil was asked to fill out a questionnaire in which he gave certain judgments about the worth of the topics studied. These questionnaires were not signed by the pupils, the writer hoping thereby to secure more frankness of opinion.

The list of questions is reproduced here, with the number of pupils marking each question plus or minus. It must be noted that responses were secured from only 35 out of the original 37 pupils, 2 being absent on the date the questionnaire was given. Study of the responses shows complete disagreement with the idea that this unit was either more difficult or less liked than any other topics studied during the year, and almost complete disagreement with the statement that such material has no place in the high school. About two thirds of the group considered the material easier and better liked than other studies. In the questions relative to the reasons why

people should study statistics, the children overwhelmingly selected the only good answer and discarded the three poor ones.

The twelve free responses written in for question 4 were most interesting, and are worthy of attention on the part of persons making up a curriculum. They were:

1. If work is taken, should be taken seriously.
  2. Statistics ought to be given if the majority of the high school pupils are in favor of its being given.
  3. Ought to be taught in 3rd and 4th terms of high school.
  4. Commercial students ought to take statistics because it would help them in the business world.
  5. Ought to teach a little more advanced work in statistics than was given.
  6. Give statistics to those who want it.
  7. Should be required for high school graduation.
  8. Statistics is a "swell" subject because it aids one's mind to figure in general and not from individual cases. I think every boy and girl should study it.
  9. Should be given throughout high school years.
  10. Teach some statistics to junior high school boys and girls.
  11. Teach it from 6A up.
  12. Should be taught in the first terms of the high school.
- Answers to the last part of the questionnaire wherein pupils are

requested to express themselves on their special likes and dislikes in the course in statistics that was offered may be summarized as follows:

"The things I liked about studying statistics were . . ."

All topics .....	20
All topics, including the "game" element .....	1
Easy topics .....	1
Averages and histograms .....	1
All except averages .....	1
All except rank order correlation and scatter diagram ....	1
Histograms and means .....	1
Histograms and coefficient of correlation .....	1
Averages .....	3
Graphs and comparisons .....	1
Histograms and scatter diagrams ..	1
Importance of the subject .....	1
Example of dependency .....	1
No answer .....	1
Total .....	35

"The things I did not like about studying statistics were" . . .

Mode, Mean, and Median .....	1
Keeping of time schedule*.....	6

\*One of the exercises in the text dealt with the keeping of individual time schedules. The authors state that as a result of the fact that they find pupils objecting to its inclusion in the text they have decided to take it out and have substituted a much more interesting experiment on handedness.



Rank order correlation and scatter diagram .....	1
Medians .....	3
Frequency Distributions .....	2
Rank Order Correlation .....	1
Formulas .....	2
	—
Total .....	16
No answers .....	22
	—
	38

(Three responses were classified under more than one category).

No. Pupils  
Marking

+ —

25	10	1. I liked this work on statistics
19	16	.....Better than anything else I've studied this year
—	35	.....About as well as the rest of my school work
		.....Less than anything else I've studied this year
—	35	2. I found this work on statistics
10	25	.....Harder than most of my other studies
25	10	.....About as hard as most of my other studies
		.....Easier than most of my other studies
—	35	3. The reason why people should study statistics is
7	28	.....It is nice to be able to quote figures to your friends
		.....You can substitute number in a formula and get answers
		.....without having to think about what you are doing
32	3	.....It is the best way to find out what is true in general, for
		.....a group, rather than for a single person
13	22	.....It tells you exactly what is going to happen in the future,
		.....in business or in politics
1	34	4. I think it would be a good plan
		.....Not to teach this kind of work to high school boys and
		.....girls at all
6	29	.....To let a few high school boys and girls in the upper
		.....grades study it if they want to do so
32	3	.....To teach some statistics to all high school boys and girls
		.....(Write here any other answer you want to suggest)

(Number of pupils writing in answers was 12.)

Write whatever you wish to complete the following:

The things I liked about studying statistics were

## QUESTIONNAIRE AND ANALYSIS OF RESPONSES

### Questions About Statistics

You have been studying some material which has not been used in high school before. To help us judge whether this is good material for high schools boys and girls, we want you to answer some questions.

Place a plus sign in front of each answer with which you agree, and a minus sign in front of each answer with which you disagree.

## CONCLUSIONS

A careful scrutiny of the responses to the questionnaire will disclose the facts that

1. The overwhelming majority of the pupils in this group evinced a keen interest in the subject of statistics.

2. Most of them did not find the course difficult.

3. The class was fully aware of the need for the study of statistics.

4. Almost all of them believed that statistics has a place in the high school mathematics course of studies.

5. The class enjoyed the unit.

It is my opinion that on the basis of the analysis of the work done on the final examination in the course, it is safe to state that the unit was a huge success with the group to whom it was given. Finally, it may be asserted that if this group is a fairly representative sample of the high school population of ninth year pupils then the introduction of a unit in statistics in connection with the course in elementary algebra can be considered favorably.

GEORGE L. PALEY.

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Brooklyn.

## SUGGESTED LESSON PLANS ON SAFETY PRINCIPLES

IN CONNECTION WITH POSSIBLE HAZARDS ARISING FROM SCIENCE.  
CLASSES

THIS topic can be covered by means of several of the formal lesson procedures, each chosen because of interests in variety, mental level of class, formal background of students, and time available. The outline of the applicable lesson plans will be given below and then the pertinent subject matter will be outlined.

### 1. INDUCTIVE-DEDUCTIVE LESSON; HERBARTIAN STEPS

#### 1. Preparation and Aim

Purpose: To give students' minds something with which

to attend, to revive pertinent ideas, images, skills—motivations. To help group feel that it would be to its personal and social advantages to know what to do in an emergency, and, better, how to avoid some possible disasters.

#### 2. Presentation

Purpose: To get before the class the selected items of experience to be used as a basis for comparison, abstraction and generalization, by such ways as having



students draw up a list of possible hazards, such as cuts by metal or glass apparatus, electrical shock, poisons both external and internal, animal stings or bites, and the like.

### 3. Comparison and Abstraction

Purpose: To lift into prominence the cardinal points of likeness in the items of the presentation with one another or with pertinent material revived in the preparation, as by grouping hazards in related groups according to treatment, means of avoiding them, and so on.

### 4. Generalization

Purpose: To formulate likenesses abstracted in previous step into a serviceable statement, as by a statement from the students to the effect that if they knew what to do to avoid these hazards and what to do in case of any emergencies, they would be better equipped to help themselves and their fellow-men.

### 5. Application

Purpose: To develop skill in use of the generalization, as by having pupils learn or tell what they would do in case of supposed accidents possibly happening in a science classroom.

## II. DEDUCTIVE DEVELOPMENT LESSON: EXPLANATORY TYPE OR ANTICIPATORY TYPE

### 1. Problem

Purpose: To confront the pupil with a difficulty or the "forked road situation" which he must feel as a challenge, as by asking pupils whether they can do anything helpful if any of their fellow-students should meet with any such accidents as bite from a laboratory rat or guinea pig, electric shock from improperly insulated scientific equipment, chemical burn, and so forth.

### 2. Data and Search for Principles

Purpose: To state facts which seem pertinent to the cases on hand and to recall and state known principles which seem applicable to the problem; as by listing first aid treatment that may be given in above mentioned cases and discussing means of avoiding future similar mishaps.

### 3. Inference

Purpose: To reach a tentative conclusion or hypothesis by applying principles recalled in the second step, as by having students conclude that it is advantageous

to them to know thoroughly a few cardinal principles of first aid and safety caution in reference to conditions that might occur in a science classroom.

### 4. Verification

Purpose: To find out if the tentative conclusion is true by reference to authority or by checking the inference against the collective experiences of others, as by studying methods of control in hygiene and first aid texts, or by discussing the handling of real cases that have occurred in other schools or classrooms, or that may be known to students in the class through their fathers who might be doctors, and so on.

## III. REVIEW LESSON

Purpose: To establish new associations with old bonds, i.e., to review facts already learned in hygiene classes.

1. Decide what the new center or centers of organization are to be, as by orienting previous, scattered knowledge and skills (in bandaging, etc.) around the topic of safety principles (caution for avoiding accidents and emergency control of accidents) applied to possible hazards arising in the

science classroom.

2. Place new center or centers of organization before the students, as by means of oral and written review questions given to direct emphasis and interest in home study prior to the actual classroom work.

3. Get pupils to work recalling old knowledge and relating it to new centers of organization, as through topical reports assigned to special students before class, through "open book" lessons, using hygiene texts, "Emergencies", Black and Bauer's First Aid Pamphlets; through organized discussion of the pamphlet by Miss Kroeber and Mr. Mann on "Safety First for Biology Departments" (the pamphlet would have to be revamped from the student's point of view, therefore shortened and copied on the blackboard before or at the beginning of the class lesson).

4. Indicate the degree of success in use of old knowledge in new directions, as in objective grading of short tests given either at the beginning of the next day's lesson or at the close of this review lesson, as in subjective judgment of



teacher based on amount and accuracy of discussion, as in subjective judgment of students through consensus of opinion of the class.

#### IV. RECITATION LESSON

Purpose: To have students report orally upon the results of their home study, in the modern socialized form or the older formal manner.

##### 1. Assignment

Purpose: To prepare the students for independent study by directing them as to what to do and how to do it. On the day or a few days preceding the classroom lesson the teacher may assign to the group as a whole, the general topic of "First Aid" and "Safety First" in reference to the science classroom or to various individuals within the group, the various main phases of this topic. For source materials the students may use the school or public library, hygiene texts such as "Emergencies", recognized First Aid pamphlets from the American Red Cross or commercial supply houses, such as Black and Bauer.

##### 2. Period of Study

Purpose: To carry out direc-

tions in assignment and to prepare for class report.

##### 3. Report in Class—recitation proper.

Purpose: To furnish a "social clearing house where experiences and ideas are exchanged and subjected to criticism, where misconceptions are corrected, and new lines of thought and inquiry are set up". The class may be socialized with such devices as committee reports, pupil chairman, group judgment, etc. The main points should be crystallized at the close.

#### V. DIRECTED STUDY LESSON

Purpose: To make pupils conscious of the best methods of study and to give sufficient supervised practice in these methods to make them habitual.

1. One or more principles of effective study should be brought to the attention of the students through explanation and often through demonstration, as by reading of the whole for thought connections, acute analysis of printed matter, etc. This lesson would have to be based on First Aid texts or pamphlets.

2. Practice under Supervision of Principle or Principles of Effective Study Tech-

nique, as in analyzing speed of reading and attention the teacher may carefully check the eye-spans of students, the vocabulary difficulties, ability to reorganize material, and so on.

3. Practice is projected into home study through assignment for home study and subsequent classroom recitation. If suitable printed matter is available this topic might be taught conveniently after an unprepared day and the particular technique of study shown in class may be applied to the next day's biology lesson preparation.

##### Outline of Subject Matter

There are two main topics of Safety Principles that pupils should know and observe for their own benefit and the good of the group as a whole.

##### I. SAFETY CAUTIONS FOR AVOIDING ANY OF THE DANGERS LISTED IN THE NEXT GROUP, SUCH AS

1. Always working in groups (small) under a competent leader.
2. Never leaving dangerous chemicals exposed.
3. Guarding all fires and inflammable materials.
4. Holding test tubes away from persons.
5. Using sterile precautions

with all possible pathogenic organisms.

##### 6. Never handling dangerous chemicals.

#### II. FIRST AID TO BE ADMINISTERED BY THE CLASS TEACHER, INFIRMARY, STUDENTS UNDER A LEADER, OWN SELF, AND SO FORTH

1. Cuts from glass apparatus, metal instruments, laboratory animal bites—disinfected, bandaged and ligatured if needed.

2. Electric shock from improperly insulated equipment — stop current, get patient from source of current by clothes or other insulating substance only, treat for burn if necessary.

3. Bites or stings from laboratory animals—disinfect and bandage, be sure that animal is not infected with a transmissible disease.

4. Gas asphyxiation from open cocks—open windows, cut off gas supply, may need artificial respiration service.

5. Falls due to breaking of weak seats, tripping over school bags, students' feet, and the like,—treat for bruises, shock, cuts.

6. Allergic responses to certain chemicals, such as iodine, formaldehyde, etc.—remove the irritant.



7. Burns from electric shocks, hot lamps, alcohol lamps, etc.—remove heat and cover with a suitable oil.

Burns from acids—apply alkaline solutions and water.

Burns from strong alkalis—apply weak acid solutions and wash.

8. Swallowing poisonous chemicals—use emetic, such as raw egg, flour and milk, etc. (Such poisonous chemicals may be those in castor oil beans, by sucking strong acids, bases, alco-

hol, chloroform,—through pipettes.)

9. Infection (possible) either external or internal from handling unsterilized Petri dishes and agar slants with pathogenic cultures of bacteria or other fungi—disinfect.

If any of these incidents appear to be more than very trivial or at all persistent, a doctor should be consulted.

ALMA ERICSON,  
Committee.

## WHAT EVERY COLLEGE WANTS TO KNOW

A STUDY OF HIGH SCHOOL STUDENTS' CONDUCT IN CONNECTION WITH THE SO-CALLED PEACE STRIKES OF APRIL, 1935, AND APRIL, 1936

ONE of the most satisfactory things about youth today is its interest in the peace movement. Our young men and women read newspapers thoughtfully, discuss academic questions seriously, and oppose war vigorously. In all this propaganda for peace, high school authorities have given invaluable assistance by means of classroom discussion, peace assemblies, meetings, and parades.

Why, then, did any difficulties arise in connection with high school student peace strikes? The answer is twofold: first, high school pupils aped mature college students who had permission to leave their

classrooms and demonstrate in groups. On the other hand, high school students were specifically and definitely refused permission to do so by the Board of Education and the Superintendent of Schools, for the following good and sufficient reasons:

Safety of pupils while in the street.

Possibility of injury to themselves through quarrels or conditions of traffic.

Outside agencies should not decide that pupils should leave school to demonstrate for or against any particular doctrine.

A very bad precedent would be established which would open the way for requests for other demonstrations on a large number of controversial issues.

Therefore, pupils required by law to attend school disobeyed rules and defied educational authority in walking out of their schools for peace strikes.

Secondly, political agitators whose primary purpose is to teach youth to defy authority and to rehearse high school students in insubordination have seized upon the peace issue and used it as a cloak for their ulterior motives.

May students who are definitely told not to leave their schools to participate in a so-called peace strike disobey, defy, and show disrespect for constituted authority? May they be permitted to say, "We will not take part in the peace assembly or peace program as you plan it, Mr. Principal; but we will do as we please. In the name of peace, we will disregard rules and break laws." Such misconduct, in my opinion, constitutes a serious breach of school discipline and, as such, should be noted on the school records of the offending pupils.

When students recognize their error, not in their belief in peace, but in the ill-advised means they chose by which to express it, then they should be considered re-educated, their offense excused, and

their record cleared. If we don't do that, we are sending graduate out into the world with a wrong type of civic education.

An important question arises in connection with the transmission of these records to college authorities. Some citizens take the position that nothing should be noted on the student's application to college about his refusal to obey the orders of the Board of Education and the Superintendent of Schools; others state that college authorities are not interested in such character records. To ascertain more definitely the wishes of the college authorities on these moot points, I sent the following letter to approximately one hundred of the leading colleges of the country:

"Last April, a number of New York City High School students, who participated in so-called peace strikes, were grossly disobedient, boldly defiant, and flagrantly disrespectful of constituted authority. The Board of Education, the City Superintendent, and the principals of the schools had issued orders for the proper conduct of peace assemblies and peace celebrations. A few of the students brusquely disregarded these orders, with the statement: 'In this matter, we do not take our orders from you, Mr. City Superintendent; we take them from elsewhere.' On the



school records of these students, the notation was made: 'Guilty of a serious breach of discipline in disobeying the orders of the Board of Education, the City Superintendent, and the principal of the school, in connection with the so-called peace strike.'

"It is claimed by some of my fellow principals that colleges are interested only in scholarship attainments and not in such character records; and therefore principals should not waste their time in transmitting these facts. May I know whether you would want a notation of such conduct during this year, April, 1936, on the blanks of students applying to your university, so that you could use this information in judging each application on its own merits? Secondly, would you want this information for the files in the office of your dean to aid him in making all decisions concerning students' future problems and difficulties?

"The expression of your point of view will be of great interest to one who has worked faithfully and ardently in the cause of peace for the past thirty-five years. I shall appreciate an early reply to my two questions."

The answers which follow are interesting and illuminating:

"We should be glad to have any information bearing on an applicant's conduct or character, as well as his academic attainments. Ac-

cordingly it would be appreciated if you were to send us information concerning any men who participated in the so-called peace strike should they apply for admission here."—*H. E. Lobdell*, Massachusetts Institute of Technology.

"Students who have had trouble of any kind, such as disrespect to the school authorities and purposely making trouble in a school organization, should have it clearly indicated on their certificates. Any information of this kind is useful to college authorities."—*Richard M. Gummere*, Harvard College.

"We are deeply interested in the complete scholarship and character records of all students who come to us and we attach great weight to the facts so set forth."—*James R. Angell*, Yale University.

"(Our) Question 9, especially, gives an opportunity to a principal to furnish information with respect to a breach of discipline, such as you refer to in your letter. If a principal wished to go further than the specific information called for under No. 9 he could make whatever entry he saw fit on the back of the blank, as suggested in the note at the bottom of the third page."—*Eugene F. Bradford*, Cornell University.

"Our admissions policy at Dartmouth has been to stress character as the first requisite for candidates coming to the College, and, consequently, I should disagree heartily with your associates who feel that

we would not be interested in such reports for any of your students who may be subject to such discipline as was recorded for some of the peace strikers last year."—*Robert C. Strong*, Dartmouth College.

"Lehigh University would desire to have the transcript record for students applying for admission to this institution show the notation relative to breach of discipline in connection with peace strikes. Our Director of Admissions and the Dean of the University would take cognizance of the notation with the probable action that such students would be admitted on scholastic probation."—*C. C. Williams*, Lehigh University.

"The Board of Admission at Smith welcomes all the information it can get with regard not only to the scholarship but to the character of candidates and we should therefore hope to have from you a frank statement of any disciplinary measures that have been found necessary in the case of any of your students who register here."—*William A. Neilson*, Smith College.

"We are very eager to have in connection with each candidate for admission all possible information concerning her character and conduct. We give great weight to such matters."—*Virginia C. Gilder-sleeve*, Barnard College.

"Certainly we shall count it a favor to us if in your recommend-

ations of any students you will give all the facts regarding them. Our criteria of admission have to do not only with scholastic records, but with everything which has to do with personal character and conduct."—*Clarence A. Barbour*, Brown University.

"We hope very much that the principals of the high schools in New York will add to the records of such students as may wish to enter the University any disciplinary actions that have been taken. We are greatly interested in character records and information as to the personal characteristics of our applicants, and such memoranda help us greatly in making our selection from the applicants who have filed scholastic credentials with us."—*George W. McClelland*, University of Pennsylvania.

"I am very sure that we should feel disturbed if any school principal failed to include such character records as are referred to in your letter."—*Clifton D. Gray*, Bates College.

"I should certainly think that the spirit of insubordination as expressed by serious breaches of discipline should be taken into account in the principal's answer to our request for recommendation."—*Murray Bartlett*, Hobart College.

"We are just as much interested in the character of the student as in his academic attainments. The evidence to which you refer should certainly be included in the certifi-



icate sent to the Registrar of Tulane in the case of any of your graduates to whom it is appropriate. It is very probable that such a student would be refused admission by our Committee if the facts which you mention were in our possession."—*Edward A. Bechtel*, Tulane University.

"Sometimes school principals do not give us sufficient data in this field and we always appreciate a frank and full statement which we regard as confidential from those who are interested in this phase of a student's personality."—*F. P. Corson*, Dickinson College.

"Manhattan would certainly like to have a notation of such conduct on the blanks of students applying for admission, and we would also like to have this information for the files in the offices of our Deans."—*Brother Patrick*, Manhattan College.

"You are advised that we do not want students with this attitude to come to the University of Oklahoma. Discipline, as well as instruction is an essential part of a well rounded education; and I am thoroughly convinced that young people who enroll in our high schools and colleges should conform to good standards of conduct as well as meet scholastic requirements."—*W. B. Bizzell*, University of Oklahoma.

"This College would decline to enroll students who had been guilty of the conduct mentioned

in your letter, or of conduct similar to it."—*J. D. Eggleston*, Hampden-Sydney College.

"If any of your students who participated in the peace strikes make application for admission to Franklin and Marshall College, we should be glad to have you make note of their conduct as you have suggested in your letter. It would undoubtedly be helpful for us to have such information."—*R. W. Bomberger*, Franklin and Marshall College.

"The matter mentioned in your communication of March 30th is a serious one. We should certainly wish a notation of this matter on the record of students planning to enter the College of New Rochelle."—*M. M. Ignatius*, College of New Rochelle.

"I may state that Rollins College is interested much more in a student's character than anything else, for if their character is all right, they will get the most out of their minds and bodies. The student with a mind capable of achieving the highest marks in school without character behind it may be a menace rather than asset to any college. So if any of your students come to Rollins, I shall be very glad to have a notation on their moral record, whether connected with the so-called peace strike or otherwise."—*Hamilton Holt*, Rollins College.

"We do indeed wish as complete information about the students ap-

plying for admission at Rutgers as it is possible for the heads of their schools to furnish us, not only from the disciplinary point of view but from the point of view of helping the students gain a greater measure of success in their college work."—*Robert C. Clothier*, Rutgers University.

"I should say that if such conduct as occurred last April should occur during this year, we should appreciate your giving us the information."—*R. N. Daniel*, Furman University.

"Since the committee selects the members of our freshman class each year on the basis of school records, entrance examinations, and recommendations we hope that such notations as you refer to would be included in the reports sent to us by the school principals."—*Vera B. Thomson*, Vassar College.

"We are very much interested in the character of the students seeking admission. Such questions as you raise are probably best left to the judgment of the principal who fills out the certificate form."—*William M. Warren*, Boston University.

"If you should be issuing certificates to any of your candidates who may apply for admission to this University, it would be desirable to enter upon such transcripts the notation you have quoted for the information of our Committee on Admissions."—*A. B. Fennell*, Uni-

versity of Toronto.

"I certainly would appreciate any notation you may wish to make on the transcript forms for students applying to our college from your institution. Such notations may help us to decide whether a student is worthy of consideration or not."—*Fred E. Kienle*, St. John's University.

"The University of Washington is always desirous of obtaining as full information as possible concerning the students who come to us. This includes not only the technical information of studies and grades, but also the various notations that would help us to understand the characters of the students who come to us."—*L. P. Sieg*, University of Washington.

"I may say that Washington and Lee never accepts any student without having made a diligent effort to learn all that it can about the character, personality, and general deportment of the boy during his high school course. I may say further that we have planned to include on our blank requesting information the specific question: 'Has the student had any serious disciplinary difficulty during his high school course?' "—*Frank J. Gilliam*, Washington and Lee University.

"One of the questions we ask Headmasters to answer is 'Do you consider the candidate qualified by capacity, training, and disposition to successfully pursue a college



course?" Certainly training to obey reasonable orders and disposition to be reasonable are important ends and information, especially about demagogic leaders, would be desirable."—C. H. Pettee, University of New Hampshire.

"The University of Detroit is in favor of having information regarding serious breaches of discipline or serious character defects included with the transcript of applying students. All such information is of service in the general problem of student selection and student counselling." — A. H. Poetker, S. J., University of Detroit.

"I should like to have the information in order to give due consideration to it in connection with the application of any student for admission."—Tristram W. Metcalfe, Long Island University.

"We would be interested to know concerning any act of a student that would tend to help us in deciding whether four years of college training would develop a better citizen or a more dangerous citizen."—Guy W. Bailey, University of Vermont.

"We always expect the School authorities to embody in a transcript of record a statement as to any disciplinary action or censure received by students applying for admission here." — Remsen B. Ogilby, Trinity College.

"Bucknell University would welcome a notation regarding the conduct of any applicants for admis-

sion to Bucknell, and I as Dean would personally welcome the information for my files."—R. H. Rivenburg, Bucknell University.

"We take into account character as well as scholarship attainments and on the blanks of students applying for admission here we should like to have the information that you speak of." — William P. Few, Duke University.

Similar opinions were expressed in letters received from the following:

George H. Denny, University of Alabama.

J. Nelson Norwood, Alfred University.

Donald G. Tewksbury, Bard College.

George A. Works, University of Chicago.

Wallace W. Atwood, Clark University.

A. R. Thier, Columbia College, Dubuque, Iowa.

Jno. J. Tigert, University of Florida.

Aloysius J. Hogan, S.J., Fordham.

Frederick C. Ferry, Hamilton College.

Archibald MacIntosh, Haverford College.

G. P. Tuttle, University of Illinois.

E. A. Gilmore, University of Iowa.

Frank L. McVey, University of Kentucky.

Theodore A. Distler, Lafayette College.

Charles H. Eames, Lowell Textile Institute.

H. C. Byrd, University of Maryland.

Mary E. Woolley, Mount Holyoke College.

H. A. Benfer, Muhlenberg College.

John F. O'Hara, University of Notre Dame.

R. G. Bressler, Rhode Island State College.

Alan C. Valentine, University of Rochester.

Amos W. W. Woodcock, St. John's College.

C. N. Waldron, Union College.

W. A. Kline, Ursinus College.

J. H. Kirkland, Vanderbilt University.

Rev. E. V. Stanford, Villanova College.

John L. Newcomb, University of Virginia.

Ellen F. Pendleton, Wellesley College.

James L. McConaughy, Wesleyan University.

Charles J. Duke, Jr., College of William and Mary.

In view of these statements, should we withhold information from the colleges about the serious breach of discipline of some of our students? As public servants who have positions of trust, should we be parties to an act of deception and smuggle a student into a university where he is not wanted and where he may interfere with the proper conduct of the institution.

I sincerely believe that presidents and deans are entitled to information relevant to what every college wants to know.

GABRIEL R. MASON,

Principal.

Abraham Lincoln High School.

## CORRECTING COMPOSITION

CAN the writing of English composition be improved? What classroom procedure will do it most economically? Which phases of English composition show improvement under proper conditions? This writer attempted to find the answers to these questions by conducting a limited experiment with three eighth-term

English classes working under normal classroom conditions. He confined his efforts to measuring growth in the writing of the essay form, and measured progress in (1) Increase of vocabulary; (2) Reduction of error in mechanics; (3) Increase in the number of words written in a given amount of time.



The conditions of the experiment were as follows: All three classes were given the Otis Group Intelligence Test, Form A, with the purpose of determining the comparative intelligence of the groups. The results showed

Group	I. Q. Mean	Range
A	106.74	89-122
B	106.38	94-125
C	110.72	97-120

This shows the groups to have been fairly equal as measured by the average, and fairly homogeneous. It was, therefore, safe to assume that if intelligence is an important factor in composition ability, it would operate about equally in all three groups. The four-point advantage with Group C enjoyed, is, statistically, not significant enough to invalidate the findings.

TABLE I

	Group A	Group B	Group C
Average No. of words per half-hour	233	251	247
Range of words (fewest to highest)	141-351	137-385	184-294
Average No. of different words used	383	571	491
Range of vocabulary (fewest to highest)	275-910	235-921	230-684
Average No. of errors	47	41	42
Range of errors (poorest to best)	81-22	75-14	75-12
Average No. of errors per 100 words	3.1	2.55	2.74
Average grades or marks	65.33%	65.43%	66.73%

This table reveals some interesting points: Group A and Group B, though practically on the same level in average intelligence, did not show the same ability in com-

In order to determine the essay writing ability of the pupils, they were asked to write a different type of essay each day, in class, so that when the series was completed, each student had written six papers: A personal, a descriptive, a character sketch, an editorial, a critical, and a reflective essay. An exact half-hour was allowed for each. No preparation at home was possible. The half-dozen topics suggested for each type (students were permitted to select their own where the instructor saw its advisability) were taken, as far as possible, from the pupil's school and general life experience. The papers were collected at the end of each lesson, corrected, graded, and returned together. Each pupil then recorded certain data on a top-sheet previously prepared to receive this information. The pertinent data follows:

position as measured; Group C, though showing a four-point advantage in mean intelligence, and being more homogeneous than the other two had no significant ad-

vantage in any phase of composition writing ability as measured. In other words, the groups did not start out from scratch in the phases of their composition abilities considered.

The experimental factor was now applied. For six weeks Group I devoted its daily recitation periods to a reading of each of the different types of essays, with particular attention to matters of style, felicities of English expression including figurative language, word choice, diction and other rhetorical devices as exemplified in the essays included in the different categories of Hyde's *Types of the Essay*. The members of Group II, using as practice material the appropriate exercises to be found in Lapolla and Wright's *Better High*

*School English*, Tressler's *English in Action*, Book II, Taylor's 1600 *Corrective Exercises*, and Webster's *Daily Drills for Better English*, attempted to correct their individual errors by sufficient drill. Group III spent the six weeks in discussing the merits of the compositions they had just written, thus finding out what the significance of their errors was, what they might have written, and the like. This was, in effect, the control group.

When the experimental period was over, each class was again asked to write a series of essays under the same conditions as the first, but on different topics. These were corrected, graded, and returned, and certain pertinent data recorded on the original top-sheets.

TABLE II  
(Shows the later data)

	Group A	Group B	Group C
Average No. of words per half-hour	247	292	265
Range of words (fewest to highest)	155-401	158-465	198-325
Average No. of different words used	521	616	527
Range of vocabulary (fewest to highest)	321-784	380-977	412-714
Average No. of errors	30	21	21
Average No. of errors per 100 words	2.05	1.1	1.27
Average grades or marks	68.62%	72.43%	69.89%

Put in another way, these results indicate the following:

	Group A	Group B	Group C
Per cent. gained in average No. of words	6+	16+	7+
Per cent. gained in average No. of different words used	36+	8+	7+
Per cent. gained in reduction of average No. of errors	36+	48+	50
Per cent. gained in reduction of average No. of errors per 100 words	39+	56+	53+
Per cent. gained in increase of aver. mark	5+	10+	4+



Now these results, if they are representative of what happens in other class composition situations, are rather significant. In the first place, each group showed definite improvement in each of the items measured. That is, regardless of method used, pupils will improve in measurable quantities in elements of mechanics. However, different procedures need, apparently, be used to achieve different results. Following are what, in the writer's opinion, caused the significant gains reported. The 16 per cent increase made by Group B in the average number of words written in a half-hour, is probably due to the practice in writing which the six-week period of working drill exercises entailed. Therefore, the recommendation for increasing speed in writing is frequent writing. The 36 per cent increase made by Group A in the average number of *different* words used is probably due to the influence of the selected essays read by this class. One way, then, to increase pupils' vocabulary is to expose them, in a way which will affect them of course, to interesting, model material. The 56 per cent reduction in the average number of errors per 100 words recorded for Group B is to be accounted for by the fact that this group was specifically drilled to remove error.

At this point we must note, however, that despite the fact that no attention was paid to matters of

mechanics with Groups A and C both showed significant gains, Group C actually showing almost the same gain as Group B. This means, probably, that in this one item, the former actually lived up to its potentialities as indicated by its 4-point advantage in mean I. Q. The situation, nevertheless remains that despite the labor put in by Group B, the other two groups showed almost as good results in this phase of the investigation. Whether the results are worth the effort (remember that Groups A and C did much more enjoyable and informative work) is a matter that each teacher must decide for himself.

Finally, we must account for the 10 per cent increase made by Group B, in the average marks. This item raises a serious question in marking. One might justifiably raise the question of the basis for the assigning of marks, pointing out a probable bias toward papers free from mechanical error. In this connection, it must be categorically stated that as far as it was humanly possible for the examiner to give equal, if not greater, weight to the thought content and the so-called "imponderables," he did so. At this point it would not be amiss to indicate that in this writer's opinion, the giving of one grade for a piece of composition works an unnecessary hardship both on teachers and pupils. It is obvious that writing in the classroom com-

bines at least two elements; the quantitative-qualitative mechanical factor, and the qualitative idea or thought factor. To attempt to lump these two phases together in a single mark is bound to create injustices in the class standing of pupils, inasmuch as teachers with a bias toward mechanical correctness will evaluate a piece of written work more highly if it is free from mechanical imperfection, and will give scant attention to matters of style or thought; while the inspirational instructor will be likely to lean toward giving high grades for an effort which shows evidences of thought and some glimmerings of style without due regard for mechanics. The giving of two marks would somewhat obviate the need of re-interpreting the value of a given grade and bring the whole business of grades and consequent class standing of pupils in composition, out of the limbo of metaphysics and personal preference, particularly when pupils are sent on to the next class.

The answer to the question we raised at the beginning of the preceding paragraph is, then, that the drill exercises seem to have helped elements of style and matters pertaining to content. Numerically considered, the advantage seems to lie with the method employed with Group B. But before we pass final judgment, we must point out certain general tendencies in the data adduced.

In the course of this investigation, which was conducted during the semester of September, 1933 to January, 1934, in the Samuel J. Tilden High School, this writer read approximately 200,000 words of student themes, used a sea of ink in correcting papers, and spent a month of Sundays in computing statistical data. In the course of his study he was struck with several rather intriguing situations. First, it was obvious that in each of his heterogeneous groups, for any phase of ability in composition measured, the best student was at least one and one-half times as good as the poorest, and in some phases of the work (the number of errors in the first six essays, for instance) about seven times as good. Yet all of these (if the poorer showed evidences of improvement) would be sent ahead to the next subject grade with only a small differential in final grade to indicate their relative standing. Secondly, it was evident that our present classroom set-up does not necessarily get the maximum result from children according to their probable ability to perform (as was shown by Group III). Thirdly, it became noticeable that equal training tended to intensify differences, (though the range or spread of any given ability in a group was reduced) so that those who did well did better, while those who did poorly became relatively, though not absolutely, less competent.



Finally, it becomes necessary to pass judgment on the relative merits of each of the methods here investigated of improving the technical elements in students' compositions. Since this study was severely limited, the conclusions must be merely indicative; but it seems apparent that individual drill on individual error will produce noticeable improvement. This, however, does not apply to all of the elements studied, the advantage in vocabulary increase resting with Group I, and in numerical reduction of error with Group III. It might, in fact, conceivably be argued that the amount and variety of improvement registered by the group subjected to drill was not sufficiently large to warrant the amount of labor involved on the part of both students and teacher,

in writing and correcting the large number of drill exercises necessary to remove any single error. Furthermore, it might be advanced that since appreciable progress is achieved under any method, the techniques pursued with Groups I and III are certainly pleasanter for all concerned, and are, moreover, more in line with modern pedagogical thinking. However, for the believer in disciplinarian techniques the results realized with Group II will be heartening. For the others, there is a modicum of comfort in the thought that in the mere processes of growth and exposure to educational influences, progress is so easily measured a phase of composition as mechanics, is to be discerned in measurable quantities.

SIGMUND FOGLER.

Samuel J. Tilden High School.

## HOW SHOULD THE TEACHER CARRY ON WORK FOR THE GIFTED CHILD?\*

THERE are about 250,000 children in our high schools today. About 20% are in the mal-adjusted or failing group.<sup>1</sup> These are being given special attention of various kinds in practically all of

\*Delivered before the meeting of the High School Teachers and High School Principals Associations, February 29, 1936.

<sup>1</sup>John L. Tildsley in Foreword II to *Educating Superior Students*, Published by the Association of First Assistants of New York City, 1935, p. vii.

our schools. There is a group of superior students, perhaps as much as 10% of the student body, who deserve as much if not more attention. These 25,000 boys and girls are to become the leaders of tomorrow. What are the teachers doing to develop their potentialities? Now as never before is there a great demand for constructive, honest leadership, and now, too, must students be trained to recog-

nize it when it appears. The internationally known biologist, Dr. Oscar Riddle, had these needs in mind when he stated recently that America must build for herself "new defenses, through the spread of recently acquired scientific knowledge, against its orators, its mountebanks, its mimics and its emotional giraffes."

The teachers in the New York City high schools have long been aware of the presence of these superior children and have attempted to meet their needs in various ways—sometimes with little encouragement and positive opposition. The fact is that teachers cannot go as far as they would like in utilizing their new methods and devices, in their insistence upon special facilities and smaller classes. We are all aware of that.

There are agencies at work which are questioning the value of the subject-matter and the methods, and criticising the teaching personnel in our school system. Teachers of gifted children in New York City fought a long and arduous battle to win the few considerations finally granted. Today it is no longer an educational theory to foster the gifted child, but an established practice in our schools, bearing the stamp of approval of the very highest authorities within and outside of it.

<sup>2</sup>Speech before the American Institute, reported in *The New York Times*, February 26, 1936.

The fascinating pages of "Educating Superior Students," published last year by the First Assistants of New York City, will convince even the most confirmed skeptic that gifted children in the high schools are now being given more opportunities to realize their fullest capacities than at any time in the history of our city educational system. Teachers have decided that superior pupils deserve special attention, and the many examples of this specialization cited in the book make it one of the most significant educational documents produced in recent years. No one here today would deny that gifted pupils exist in our schools, and that they deserve individual consideration.

The question before us, then, is not, "Why should gifted children take up our time?" but "How should we as teachers carry on the work for them?" Before we can answer that, a statement of the objectives in teaching such pupils is necessary. Quoting from the above mentioned book, we find that the objectives are: "Mastery of the techniques of reflective thinking, which implies ability to deal with abstract ideas, ability to reason, and intellectual integrity by; the development of a sense of obligation to translate ideas into socially valuable action; a sense of morality in public affairs which expresses itself in disinterested criticism of



men and policies and in civic action of a distinguished order; productive industry for the benefit of the community; and the enrichment of life through a heightened sensitiveness to beauty and through the diversification and correlation of cultural interests.

"Such broadly cultural and social aims emphasize the intellectual qualities to be developed rather than the theories of life or government to be employed in the process of indoctrination. It is especially important that the superior student should be trained to utilize his powers effectively in applying his standards and ideals to unforeseen social problems of importance. Therefore, more important for the gifted than a body of definitive ideas is the development of those qualities and habits of mind and character which will assure understanding and leadership in whatever situations arise. Hence we aim to develop responsibility without egotism, initiative with ability to coöperate, tolerance based on reasoned and satisfying standards, critical mindedness with well-informed judgment, a burning desire for justice but also patience and confidence in the will and the power of our fellowmen toward the good life for all."

Some of these aims are among the new things which this confer-

<sup>1</sup>*Educating Superior Students*, pp. 319-320.

ence today is discussing. Education of the gifted child is no longer concerned only with his self-expression through his poems, his paintings or his soap-sculptures. There is a greater emphasis on his contributions to society than on his self-realization. The difference in aims is very apparent when one reads the glowing pages of such books about gifted children as Hughes Mearns's "Creative Youth."<sup>4</sup> Although published originally in 1925, teachers may find its pages as exciting today as they were on their first reading. But, to be honest, do we not feel now that though these young men and women were brilliant writers, their consciousness of social values was painfully minute? The incidents of this or that young poet rushing out of the classroom under the affliction of a burst of poetic inspiration may have charmed the reader in the days of the fabulous twenties, but we feel that such artists today are not of the stuff demanded by the times. Besides, the painful admission must be made that many supremely gifted pupils would prefer such socially significant poems as Louis Untermeyer's "Caliban in the Coal Mines" or William Ellery Leonard's "The Lynching Bee" to the very best of Keats or the Imagists of our day. When the gifted child is

<sup>4</sup>New York, 1925.

aware of his social obligations, it is the duty of his teacher to train him for more worthy social participation and awareness of the world at large. The suggestion coming from Dr. Albert Einstein recently that gifted young men be given positions as light-house keepers in order to secure for them quiet and privacy for their meditations represents the "Old Guard" of teachers dealing with gifted children. The world today has seen so many tragedies because such a large proportion of its so-called leaders were trained in "lighthouses" of one kind or another, while the reins of power were seized by those who held forth in beerhalls or on tree-stumps. Unless our men and women of a decade hence can be trained to live with their fellowmen, to lead them with integrity and an intellectual honesty based on the most scientific knowledge and the richest cultural background, we teachers shall have failed in our task.

One hears of punishments meted out in certain countries to executives who fail to make their enterprise produce to its fullest capacity. Unless we can discover and develop to their fullest capacity our gifted students, we shall suffer the disgrace of intellectual sabotage.

Since you are all well acquainted with the various procedures for dealing with gifted children in your respective schools, and since

the complete record is available in the excellent volume already mentioned, we shall avoid repeating material already known to you. I was asked to describe the methods employed in the one school which is best known to me and which has long been concerned with its gifted pupils. Although many of the facts concerning the mechanics of selection of these children are available in the volume,<sup>5</sup> the special methodology and the results obtained are here presented for the first time.

We would readily admit that unless results commensurate with the efforts involved were obtained, the whole movement would not deserve our attention. The problem is three-fold. To call any educational practice successful, the observer must answer three questions:

1. Are the pupils "working happily and effectively to the full measure of their capacity and to the realization of a clearly defined objective?"<sup>6</sup>
2. Are the teachers of gifted children satisfied with their results?
3. Are the results with gifted children given individual treatment different from the results of gifted children twenty or more years ago?

In answer to the first question relative to the students' pleasure in their special treatment, the fact that for every gifted class, twice as

<sup>5</sup>*Educating Superior Students*, pp. 71, 76, 186, 291.

<sup>6</sup>*Idem*, p. vii.



Many usually apply as can be admitted, and that rarely does a student refuse to participate in such a class in a higher term are sufficient proofs of their happiness in their work. More detailed information consisting of individual statements from each student has been collected and could be added to strengthen this contention.

The answer to Question Two is again in the affirmative, as a poll of the teachers of gifted children in this school revealed. Not only did they prefer these classes to the ordinary ones, but also with striking unanimity of opinion, they were satisfied with the results of their students.

There now remains the consideration of the results obtained by these gifted pupils. Unless such facts are presented, no scientific conclusions worthy of general acceptance can be made. As a teacher in a city high school, I hesitate to present the following data, without making the emphatic stipulation that I do so not to prove the superiority of the students in this one school to those of any other, but to present accomplishments of gifted pupils when given the treatment to be described later, purely as impersonal, scientific data.

The philosophy of treatment of gifted children in this high school may be summarized in the following points:

1. Gifted pupils should be segregated into classes of their own in-

tellectual and achievement levels.

2. The classes should be smaller in number than the ordinary classes. The actual number, however, should vary with the availability of teachers for special classes, the philosophy of teaching of the instructors and the supervisors, and the number of pupils of superior merit. Many educators have insisted on classes from 10 to 20 pupils, and never above twenty. In an ideal school system where financial facilities are sufficient to supply an unlimited number of teachers, such small classes would be ideal.

Since such utopian facilities are not at hand in any single school, teachers have had to accept sometimes as many as forty pupils. There was, strange as it may seem, no deterioration in the teaching or in the results with such large classes. Most star class teachers would limit the membership to 25 pupils.

3. The instructor should be granted all library, mimeograph, and other school facilities; should be free from the ordinary kind of supervision; should be permitted to make his own curriculum (always, of course, within the limits of the State and City Syllabi).

4. Exceptional performance in all scholastic subjects is preferable to narrow specialization. The personality as a whole is developed rather than one branch of knowledge or one mechanical or artistic skill.

Such segregated groups, called Star Classes, are now formed in:

- English
- Speech
- Spanish
- Chemistry
- Mathematics
- French
- Advanced Drawing
- History

The formation of Star Classes for the Junior and Senior years does not imply the neglect of superior students in their first two years. The opinion is held that for these two introductory years the outstanding pupil should participate in the ordinary class work, so that he might serve as a model and guide to the less gifted classmates. The leaders soon make themselves known and their first lessons in leadership, in social coöperation, in service, may come in these classes as they act as chairman, board and class critics, special lecturers, and editors and organizers of class projects.

It is felt also that the cultural background and powers of analysis and artistic synthesis are not fully developed in the first two years to warrant segregation. There are other outside factors that prohibit early segregation, such as:

1. The entrance of many Junior High School students in their third term.
2. The existence of three annexes, which means that library and other special fa-

cilities are difficult in the first year.

Beginning with English 6, two special classes are chosen, one in *Creative Writing*, the other depending on the interests and objectives of the teacher. Star English 7 and 8 are open to students who successfully completed English 6. More space than is permitted would be needed to indicate the aims and objectives and methodology of even one of these classes. In general, however, the aims quoted from "*Educating Superior Students*" are the aims in these classes. In all four the regular work for the term is completed in half the time. The rest becomes an intellectual and artistic holiday from the syllabus and a course in personal development for social usefulness.

An outline for the work in STAR 6 CREATIVE WRITING, and in STAR 7 will illustrate the procedure followed:

E 63 X, Term, September, 1935.

#### I. General Method

A. Study of the elements of literary forms:  
short story, vignette, essay, verse, verse forms, versification, types of poems.

B. Application of A in frequent original compositions:

#### II. Order of Work



## A. Prose

- (1) Words
- (2) Vignette
- (3) Short-story
- (4) Informal essay
- (5) Formal essay

## B. Verse

- (1) Rhythm
- (2) Common verse forms
- (3) Imagery
- (4) Emotional and intellectual elements
- (5) Types of poems
  - (a) lyrics
  - (b) narrations
  - (c) sonnets
  - (d) society verse

## III. Objectives

- A. Through prose: clearness, completeness, and force in expression, aided by a sense of discrimination in the use of words.
- B. Through poetry: concreteness of idea and of expression; a sense of rhythm, of definiteness in thought and compactness in expression; a respect for beauty in ordinary things.

## IV. Motivation: Publication in the *Weekly* and the *Recorder*.

### PROGRAM OF THE STAR 7 CLASS FOR TERM ENDING JANUARY, 1936

#### *First Half-Term*

- I. Required work, as laid out in the Handbook.
- II. Project
  - A. Discussion of Plans sub-

mitted by pupils.

- B. Selection of individual projects, and group projects
- C. Organization of class into committees.

#### D. Committees formed.

1. Original works.
1. Derivation and history of words.
3. Study of the drama.
  - a. Dramatization.
  - b. Talks.
4. Exploration among great works.
5. Public speaking — open forum.
6. Art-interpretation of literature through pictures, illustrations, etc.
7. Music—To be ready to coöperate wherever needed.

III. Student teaching, wherever it is possible to coöordinate the student's projects with the required work for the grade. The chairman of the "Public Speaking Committee" has already assumed full responsibility for an inter-class debate.

#### *Second Half-Term*

- I. From November 12 through January 10, the various committees will present their projects. The tentative program submitted by committee on arrangements, is now being considered by Mrs. Judson.
- II. January 13, 14, 15, 16: Open

Week, during which special programs will be given.

Equally detailed procedures are available for all other Star Classes. The work of the Star Class pupil does not end in his classroom. There are over 150 extra-curricular activities covering all phases of intellectual, physical, artistic, and mechanical interests. There are thirteen school literary organs, not only in English but also in Latin, Spanish, French, and German. Students participating in Star Classes in general have more activities to their credit than the ordinary student. This is especially true for the many service organizations in which the good students rapidly demonstrate their superiority.

Thus throughout his last two years the gifted pupil is given every opportunity to demonstrate his scholarship, his leadership, and his service. The day of the tortoise-shelled, emaciated, megacephalous "grind" is over. Scholarship is not an end in itself but a means of social participation and civic consciousness. Speech 9, the Star class for gifted speakers, represents an outstanding example of the principles just mentioned. This class, conducted by the Chairman of the Speech Department, is an elective in the Senior term. Although limited to twenty-five, from eighty to one hundred usually apply. The work is varied, difficult, and constructive. But it is out-

side the class work where the Speech Niners make themselves heard:—On the Debating and Current Events Team; in drives for school activities, such as subscription to the literary organs and dramatic charitable performances; in the Student officers' campaign; in special assembly programs in which the class as a unit entertains. There are two oratorical contests each term in which Speech Niners usually participate, often with success in winning the prizes. The list of outstanding attorneys and jurists, teachers, orators, and men of affairs who have been members of Speech 9 (now over fifteen years old) is imposing.

Certain educators will offer the objection that these gifted pupils would have attained all these honors and awards without any special homogeneous grouping on the part of the school authorities. Thirty years ago there were no Star Classes and nevertheless many gifted pupils were graduated and obtained prominence in their chosen professions. But it might be said in defense of homogeneous grouping that in those days *all classes were star classes*. A much smaller proportion of elementary school graduates entered high schools, and at the very start there was present a selected, superior group. Today the school registration has grown to many times the number of thirty years ago. Twenty per cent of the students in our



high schools are considered incapable of passing the academic course of study. Is any one so optimistic as to hope that the remaining 80% are capable of serving their communities in the manner envisioned by Governor Wilbut-L. Cross in his address at the installation of President Fox of Union College, on October 11, 1934, when he declared that education was no longer "the complete and harmonious development of all the powers of personality," but the realization of these powers through service to the community, state and nation?

To dogmatize over what would have happened if something had not been done is fruitless. No one would dare to maintain that a formula for success has been found in segregation of superior children. Perhaps the next Governor or Senator to be graduated from this

high school will never go near a Star Class. That would prove nothing. Today the problem is one of economy of intellectual energy. In an ordinary class this energy is wasted; in a Star Class, at least, it has given evidence of its existence. Star Class treatment is only one more educational experiment, which to those of us who observe it has proven a worthy addition to pedagogical theory.

Whether or not we believe in this type of segregation, or in any type of segregation, we must face the fact that we as teachers are faced with the grave responsibility of training these exceptional students for leadership. To calmly remark that their leadership will eventually arise, no matter what we do about it, is more pedagogical faith than pedagogical science.

JOSEPH MERSAND.

Boys High School.

## INDUSTRIAL EDUCATION\*

**T**RAINING of the hands in the use of tools is not new in school work. We have had such training in the ungraded classes and in the manual training classes in elementary schools for many years. And in the high schools, we have had machine shop work, industrial

arts, etc. In these classes, little attempt has been made to follow the practices in the industries. In some cases, courses have been standardized and teachers trained for this work in teacher-training colleges. This work, however, is generally regarded as an aid to the development of the intellect and as a part of general education.

The purpose of vocational education is quite different. It is to fit

the pupil for useful employment in a specific trade, or occupation. Industrial education is one division of vocational education. The teachers for this work are taken from the industries. They are men and women who have previously earned their living working at the trades they are now teaching.

The shop equipment for a given trade is, or should be, similar to that in the industry. Shop methods and the shop atmosphere should prevail, so that the pupil may discover as soon as possible whether or not he wishes to follow that trade as his life occupation; whether he possesses the necessary qualifications, and whether he can keep pace with his fellow students.

It is obviously impossible to teach in their entirety some—if indeed any—of the trades in the 1,200 hours in shop work of our present two-year industrial high school course. If some means are not provided to enable the pupil to completely learn his trade, the vocational school fails—in my opinion—to fulfil the purpose for which it was created.

When we attempt to teach trades, or even the rudiments of trades, we are undertaking to do something that has been done for centuries by other agencies, and is now being done, and well done too, in some industries. Our methods, therefore, should be modern and measure up with those in the in-

dustries, or else our position becomes ridiculous.

During my summer vacations I derive a good deal of pleasure from visiting industrial establishments in this country and Great Britain. It keeps me in touch with engineering development and gives me an opportunity to observe at close range the workings of modern industrial training systems, and to have heart to heart talks with the teachers and supervisors. Many of the large concerns have apprenticeship systems. The length of the term of apprenticeship is usually four years for the machinist and the toolmaking trades. The applicant is usually given an aptitude test and if that is satisfactory he is started on a three months trial period. During this time he may drop out, or be dropped, for almost any reason. At the end of this period, if everything is satisfactory, indentures are signed by the employer, the boy's guardian and the boy. It always has been a problem how to compel or to induce the apprentice to complete his term, and many schemes have been devised for this purpose, such as requiring the guardian to put up a deposit to be forfeited in the event of a breach of contract, or by the employer agreeing to pay the boy a considerable bonus upon the completion of his term. The present tendency is to have the course so thoroughly organized that a boy can do productive work from the

\*Delivered in a Panel discussion at the meeting of the High School Teachers and High School Principals Associations, February 29, 1936.



start and thus enable the employer to pay him wages enough to pay his board and thereafter to give him increments about every six months.

In many establishments apprentices are trained for the first year or two in special apprentice schools or departments. After that they may be assigned in turn to the various departments of the factory but remain under the charge of the superintendent of apprentices. During his term, the boy is given instruction in academic and related subjects. I find that the employers are quite willing to teach technical subjects, but resent having to teach boys, from vocational schools, simple arithmetic. The representative of one large company said "I wish school people would keep their hands off shop work altogether and attend to their own business of teaching academic subjects". Another told me that the boys from vocational schools had to *unlearn* so much that their school training had hampered, rather than helped them.

Henry Ford runs an excellent school for the training of tool-makers which seems to come in between the apprenticeship system and our industrial high schools. It is one from which our teachers can learn much. The school is incorporated under a Michigan statute and is operated as a non-profit enterprise. Boys between the ages of twelve and sixteen are admitted.

Each boy is paid six dollars a week when he enters and this may be increased to twelve dollars per week as he progresses. In order to encourage thrift, an additional \$2.00 per month is paid each boy but this must be deposited in some bank and kept there as long as the boy remains in school. A hot lunch at noon is provided without charge. The boys are given vacations, with pay, of three weeks in the summer and one week at Christmas. The pupils spend two weeks in the shop (full time) followed by one week in the classrooms, where they are taught academic subjects of high school grade, also mechanical drawing, chemistry, metallurgy, metallography, etc. The shops are well lighted, clean, and pleasant. The equipment cost about \$2,000,000. It would amaze many of you to see the character of the work being done by boys of eighteen and under. In short, this school is as much an outstanding example of what can be done in the way of industrial training as some of our New York industrial high schools are outstanding examples of what should not be done.

Employers' schools have some advantages over our public schools: First, their boys are selected because of their aptitude for the trade. Second, if a boy during any six-month period does not measure up to the standard in conduct and proficiency he may not be paid the customary increment. Third, if he

should leave before the expiration of his term he would forfeit his deposit and bonus. Thus a teacher has some hold on the boy. No employer would ever think of issuing an order to promote, and increase the wages of, all apprentices regardless of conduct or proficiency.

Of course, our schools have some advantages over the employers' schools. Our greatest advantage is that we do not have to put our pupils on productive work in order to pay wages. We can, therefore, give the pupils work on projects selected because of their educational value and thus give our whole time and attention to teaching. Consequently we should be able—other things being equal—to teach a trade in a very much shorter time than an employer's school. BUT other things are not equal: First, our pupils are not selected. Many of them are boys of low I.Q. who come to us to fill in time, while others are those that have failed to make good in the academic high school. Those misfit boys are admitted all through the first term. This makes extra work for the teacher and retards the progress of the normal pupils. Second, our industrial schools are, in some cases, located in old ramshackle buildings that had been abandoned as unfit for academic schools and are wholly unsuitable for our work. In some buildings children have to use outdoor staircases, even in the most inclement weather. The lighting

is artificial and inadequate. Provision for the storage of street clothing, working clothing, and the boy's other belongings is inexcusably bad. Third, the equipment is usually inadequate and unsuitable, and in almost all cases unwisely selected. Fourth, new small tools, materials, and supplies may be ordered only once a year. As it takes, at least, a year from the time a teacher hands in his requisition until he receives his supplies, it means that the teacher must estimate for two years in advance. Even then his entire requisition may be rejected and he may not be informed of this until about the time he is expecting the supplies. This upsets all his planning. He must alter his course of study, make new drawings, instruction sheets, etc. The present supply system is a direct incentive to the teacher to simplify his course of instruction to the point where he can get along with the least variety of tools and materials, or, in other words, give up all attempts to teach actual shop practice.

I should like to offer specific suggestions for overcoming the evils of our school system but that would take much more time than has been allotted me. I shall, however, point to one reason why our engineering industries have advanced by leaps and bounds while our schools have progressed but little. That reason is *research*. Research in the full sense of the



word. In every progressive establishment, whether it manufactures automobiles, refrigerators, typewriters, or what not, we find a thoroughly organized research department with well equipped mechanical, chemical, electrical, metallurgical or other necessary laboratories. Here is analyzed and tested the materials of construction; here new discoveries are sought; here experimental work is incessantly carried on. In our school system we have no such research department. The survey seems to be our highest conception of research. In both the industrial system and the school system, research is essential to progress. Lack of research work means stagnation.

We are looking forward with a great deal of anticipation to the New Deal for industrial education now under consideration at 59th Street. We hope it will put our New York school system in the forefront.

I have made comparisons between our school system and the industrial system; between industrial high schools and employers' schools. Now I wish to make a comparison between our teachers and the real leaders of industry, the mechanical engineers. On 39th Street is a sixteen story building known as the Engineering Societies Building. In it are located the auditorium, library, meeting rooms, and offices of the various engineering societies; civil, mechanical, elec-

trical, and others. Now I should like to ask how many of you while on sight-seeing trips around the principal cities of the world, have ever been thrilled by the guide's announcement: "That tall building is the Teachers' Building." We have in this city the famous 57 varieties—or is it 75?—varieties of teachers' organizations, but no home. Of course the mechanical engineer pays dues of \$20.00 a year while the average teacher would be horrified if asked to pay more than one dollar a year. Our inability to organize is the main reason why we have failed to make ourselves felt by the Board of Education or the general public, and why we are now unable to aid in putting vocational education where it belongs.

Please do not think that I believe vocational education is the only kind that counts. With the inevitable progress in the manufacturing industries and in agriculture, due to the development and use of labor saving machinery, the working day tends to become shorter and shorter. Therefore, education for leisure is of the utmost importance. We need a closer cooperation between academic and shop teachers. We teach our pupils how to produce wealth. Will you, academic teachers, help by teaching them how to distribute it and how to enjoy it?

SAMUEL GAHAN.

Murray Hill Industrial High School

## WHAT DANGERS SPRING FROM A SUPERFICIAL KNOWLEDGE OF MENTAL HYGIENE?\*

AT some time or other in his career, every teacher is faced with a child whose behavior presents a very difficult problem. The teacher is at a loss as to how to cope with such a child. Sometimes the child never does straighten out and is sent from school to meet the world as a misfit in society, sometimes a teacher inadvertently stumbles upon a method of treating the child which shows desired results, and sometimes the child makes his own adjustment and just sort of grows out of the troublesome stage.

In recent years we have been able to apply the findings of the psychological laboratory to the behavior clinic and the classroom and we discover that there is a definite cause and effect relationship in behavior patterns. The child's behavior is frequently the symptom of some phase of his environment to which he has not been able to make a satisfactory adjustment. In order to treat the case properly we must get down to the underlying cause. Out of the psychological study of behavior

there has developed the subject of mental hygiene.

Every up to date teacher who is interested in the development of the boys and girls under his care has at some time or other in his career taken up the study of mental hygiene. The course is usually based upon a previous study in general psychology. The purpose of such a course is to acquaint the teacher with the simple rules of mental health and to enable him to be sensitive to possible symptoms of mental maladjustment. This is a very necessary part of the teacher's preparation and if the teacher by his methods is able to observe the laws of mental health with the students under his care he is doing a very excellent bit of work.

The great danger in this slight knowledge of mental hygiene is that the person endowed with it will try to do many more things than he is able to do. A person who would not think of prescribing for a physical ailment will not hesitate to go into great detail in prescribing for the treatment of a child who is mentally maladjusted.

The novice is apt to make grave errors in the following phases of a problem case. (1) He does not get at the pertinent symptoms or

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at the significant ones. (2) He does not interpret the symptoms to discover the proper motivation behind the behavior. (3) He does not have proper grasp of the situation to prescribe the remedy for the difficulty and the treatment to be used. (4) He does not attempt to follow up the case to discover whether the treatment is resulting in a satisfactory solution.

Let me illustrate these points with cases which have come to my immediate attention at various times in the past years. Most of these cases are of the type met in the usual school situation and are not extreme discipline cases of any type.

#### WRONG DIAGNOSES

Boy—14 years—5th term, I. Q. 145 Binet. Family Professional folks. Child has great difficulty with languages. Adviser diagnosed the case as lack of ability and laziness on the part of the child. Sent for parent. Parent assured Adviser that the child did study. Adviser then suggests that the boy is malingering and suggests drastic punishment at home. Parent feels that this treatment is not satisfactory. Child seeks advice of Psychologist of his own accord. Explains his difficulty. Upon questioning the discovery is that in studying his lesson, the child memorizes up to the point of limen or the threshold of learning. This was explained to him and he was

directed to overlearn the material i.e. to study, until he could repeat the material five times without an error. His difficulty then disappeared.

#### WRONG MOTIVATION

Child, 17—8 terms in High School I. Q. 115 Binet. Very neurotic and nervous. Had great difficulty in adjusting to the school. In his first term he had such trouble getting along in a certain teacher's class that he had to be changed. The teacher made him too nervous. Got along in a fairly satisfactory manner for several terms. He again had a teacher who made him nervous. Went to his Adviser to have the program changed. Stated that it had been changed once before when he had such difficulty. Adviser decided that the child was just trying to get an easier arrangement of classes and that he got away with it once but should not be permitted to get away with it again. The child has been in such a nervous and upset condition and acted in such a queer manner that the case was finally brought to the attention of the psychologist where the real motivation was discovered.

#### IMPROPER TREATMENT

Child, 15—I. Q. 105. Failing in subjects. Parent wanted the child to become a teacher and insisted upon her taking a general

course. Adviser felt that the child had limited ability and could not get along in the course. Insisted that the parent be made to see the folly of his ways and consent to the child's changing her course. Pertinent factors in the case were that the parent had his heart set on his child getting an education. In his youth, he had been denied this privilege. He made her home life unpleasant, by nagging at her for her lack of success. She was discouraged and felt like a failure in life. Finally, parent decided to let Adviser change course as requested. Washed his hands of the case. As a result the child is now taking the new course and not doing well. Her father will have nothing to do with her and she feels that she failed him miserably. The entire home situation is complicated by the prescribed treatment. The cure will probably work more harm than would have occurred if nothing had been done.

#### FOLLOW UP

This can be treated in a very general manner. As a rule the teacher has the child under her care for one term. She may prescribe certain treatment and then she never has the opportunity to

follow up the case and see whether the treatment works. The same thing is true with the child and his special advisers. There seems to be no far seeing plan—no long time policy in dealing with a case. It seems very obvious to one who is on the side lines watching the happenings of the school in various agencies that what the high school lacks is some coordinating agency where a child who presents a difficult problem handled by trained personnel in the field of guidance and psychological counselling. Where the proper therapeutic measures may be taken to prescribe treatment and follow up the case. It is time that we realize that all the good intentions in the world and all books read on the subject of surgery will not give a person the skill and background of experience to perform a tonsilectomy nor will the same qualifications enable a person to deal with a case of mental ailment or emotional instability where the elements are less tangible, more varied, and infinitely more complicated.

MARGARET J. DRAKE,  
Guidance Department.

James Monroe High School.

#### THE TEACHER'S CONTRIBUTION TO THE MENTAL HEALTH OF THE PUPIL\*

THE study of the pupil in the form of tests, analyses, etc., has equipped us with an enormous amount of valuable data in regard

to our pupils. There is danger,

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however, that exclusive attention to these may give us alibis for our failure without emphasizing our part in modifying for better, or for worse, the behavior of our pupils.

What is the teacher's share in contributing to mental health of the pupil? What can we do to help in forming individual personalities adjusted to themselves and to society? A few features of classroom management will illustrate our part.

When pupils come to our secondary classroom they are entering a new situation. We should give them a little time for acquiring a mind-set adjusted to our special methods.

There should be an air of calm in the classroom. All elements of friction must be avoided. Our lesson plan and class routine must be such as to anticipate the difficulties of the pupils. Physical conditions should be such as to promote quiet, effectual work under favorable physical conditions. Ventilation, cleanliness and appearance of room and blackboards are important. Above all, our voice is an important element in successful class work.

The teacher must look upon himself as the conscious agent for modifying behavior. While all environmental influences affect conduct, ours is a leading part with the objective of accomplishing socially satisfactory results. We must

recognize our responsibilities in this matter.

We must realize that pupils are different in native characteristics and that variable environmental factors have accentuated these differences enormously. Therefore, we must not be surprised if the reactions of different pupils to the same situation are variable and often unsatisfactory.

We must, therefore, make allowances for this fact and not be perturbed if the unexpected happens in any case. In fact, for mental health always expect the unexpected and take a little time in dealing with every problem that arises. A calm, dispassionate reaction of the teacher to every problem is absolutely necessary.

We must look upon classroom work as a coöperative enterprise. Attention must be diverted from the personality of the teacher to the subject taught or the goal desired. Cultivate an air of objectivity. Do not take anything as personal. The leading aim of education for healthful social living is to lead away from ego-eccentricity to objectivity.

Courage and hope—not fear—should be the attendant spirits which move one to accomplishment. We must respect the personality of the pupil. Whatever is done in the classroom must not serve to lower any pupil in his self-respect. At all times he must work with the feeling that his per-

sonality is worthwhile for development. Sarcasm, ridicule and blame are out of place here. The outlook should be forward and not to the past. Every act of the teacher must be evaluated as to its effect on the future of the pupil.

Facing reality must be the central keynote in handling every problem. A sense of responsibility, not evasion, should be cultivated as a worthwhile object in classroom situations. Mature points of view should be stressed as more desirable than infantile methods of dealing with conflicts.

A frank recognition that we all make mistakes is an aid to mental health. Neither remorse, nor self reproach, but a method of avoiding future mistakes should be the point of departure for improvement.

It is well to recognize, without publicizing, those pupils who through constitutional weakness, or by a combination of these and wrong environmental factors, have become abnormal types. Do not label them but try to establish a counter movement to aid in their adjustment. In difficult cases consult the school experts for advice

and if necessary refer such problems to the proper authorities. These may meet parents or other outside agencies who can cooperate in solving difficult behavior problems.

Above all, try to handle all situations with understanding of the causal factors involved. This does not mean maudlin sentiment, which resolves itself into sympathy with the wrong methods of thinking on the part of the pupil. Be prepared, however, to meet every problem pupil more than half way in private conferences. Start with him on his own ground, first, and from that point lead him on to what you think is the right point of view.

And may I add, the teacher himself should make every effort to acquire good mental health for himself. A vast fund of guidance is available in weekly published works on mental hygiene. Coupled with such knowledge, should be the learning of the characteristics and drives of normal adolescence. The application of principles thus acquired will result in successful teaching and in the happiness of both teachers and pupils.

JOSEPH H. MEYER.

## STUDENTS' REACTIONS TO THEIR RATINGS\*

STUDENTS' ratings may seem to be a problem of school ad-

ministration rather than a phase of mental hygiene. However, the emotional element of the subject cannot be ignored. It has frequently been said that school would

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be a delightful place to spend one's time in if it were not for the giving and receiving of marks. Probably all of us as we compute the ratings of our students do so with some doubt as to the accuracy of our ratings in each instance. Among students, complaints about their marks is a favorite indoor sport.

An attempt to determine just what is the attitude of the students towards their ratings was started at Julia Richman in the spring of 1935. In order to obtain some objective measurement of the reliability of students' judgment on this subject, about 400 of the girls were asked to rate their achievement in a series of class examinations. The correlation between actual and expected achievement according to the Pearson Product Moment Correlation was found to be  $+0.66$ . With practice the students were found to gain skill in judging their success in written tests. A few days before the students received their mid-term ratings of last semester a questionnaire was submitted to 500 students at Julia Richman High School ranging in grades from 1 to 8, and to 200 upper class students at the Hillside, New Jersey High School.

The questions asked included the following:

The mid-term mark expected in each subject.

The subject or subjects which

they most enjoy.

The subjects in which daily recitations are rated and the student's attitude towards this practice.

#### SUGGESTIONS FOR IMPROVEMENT OF THEIR RATINGS

All questions were answered under the supervision of the writer at Julia Richman High School and of Mr. Edward Ferry at Hillside High School. The scientific aspect of the questionnaire was stressed and their full cooperation asked. The reactions of the students were given seriously and thoughtfully.

During the Spring term, 1935, a preliminary questionnaire, similar in form to the one described, was filled out but not signed. The questionnaire upon which conclusions are based were signed. However, findings between the two differ very little. At Julia Richman High School the intelligence quotients of the subjects were considered in the results. After the students had answered the questionnaire, actual ratings were entered by the writer. The amount of divergence between the actual and expected rating was found and the average points of overestimation or underestimation for each student and for the group computed.

The results were summarized. After close study of these summaries, the following conclusions were drawn:

In both schools the average

points of overestimation is greater than is the underestimation.

At both schools a greater percentage of students tend to overestimate their achievement than to underestimate it.

The more intelligent the student the greater tendency there is to underestimate achievement; however, even the brighter students tend towards overestimation.

Contrary to expectation, students in general do not necessarily enjoy those studies most in which they expect their highest success. The greater number enjoy most those subjects in which their work is average, a few prefer their poorest subject. The same general tendency is true concerning their lack of enjoyment of a subject—while many like least their poorest subject, a few dislike most their best subject and the majority dislike the subject in which their work is average.

In general these students prefer not to be rated for their daily recitations although a few claim that such practice keeps them at their studies.

There seems to be general agreement that opportunity is given for them to keep records

of their own achievement during the term.

Many suggestions were offered for the improvement of their ratings. The students stressed particularly the importance of the teacher's attitude towards them and their work, the value of special tutoring, the advantages of relatively small classes and the improvement possible if they themselves get down to real application to their studies.

Questionnaires are always questionable. The students' responses to their expected ratings may not have been an actual judgment of what they thought they deserved but rather what they thought that *we* would think that they deserved. However, it was an expression of the opinions of these 700 students. They were very much interested in the results of the questionnaire. Discussions which followed showed perhaps the developing of a more mature attitude toward the whole subject. However, it is still probably true that school would be a better place to live in if we could find a more objective and satisfying method of arriving at measurement of achievement.

ALICE CROW,

In charge of Measurement.  
Julia Richman High School.



## HIGH POINTS

### A Civics Project in the Port Richmond High School

In order to understand the difficulties and handicaps which New York City must meet to rebuild itself into a model city, the Civics classes decided to study this problem by means of projects of practical rebuilding of certain areas of the city. The planning of these model areas were not to be merely architectural designs on paper, but were also to be carried out by the actual building of the newly planned sections.

The three classes which chose to do this type of work were well above the average in ability. All were general students with I. Q.'s ranging from 110-152.

The classes began by selecting a chairman for the project. They then divided themselves, according to the capabilities and talents each thought he possessed, into various committees such as Architectural, Building, Research, Art and General. The class in a unit formed a Committee of the Whole, but the usual meetings were in committee. Reports of the discussions, debates, and decisions of these committees were rendered to the class by the secretary of each committee. Each student was per-

mitted to select the group in which he desired to be active. Those with marked technique for wood carving chose the Building group; those with imagination and mechanical drawing ability selected the Architectural; those with no technical ability assisted with the obtaining of data and facts for the Research group. The Art Committee embellished the houses with trees and flowers, and the parks with statues, fountains, and landscaping.

The pupils, meanwhile, had suggested to the Chairman various topics for the project. A week was devoted to the discussion of these, with the result that the three classes decided to have three individual projects. The first class chose "New York Harbor Rebuilt," the second class selected "Civicsville, a Model Center in Staten Island," and the third class built "Port Richmond University."

The classes were given three months to complete the projects, which were exhibited to the school on Parents' Day.

The "Port Richmond University" project was on a board 40 x 60 inches. Each department represented in this school had a separate building carved from wood and designed according to the pur-

pose of the building. The Administration building was simple and large; the Art Building replete with design and ornamentation; the Science Building decorated with the face of Louis Pasteur. Inasmuch as the wood was too rough to paint, paper was pasted over the wood and the designs drawn on this. This project included a beautiful park, with statues and fountain, a garden with bright flowers surrounding the dormitories, an athletic field complete with every type of equipment from football and baseball fields, from stadiums to swimming pools. The athletic field was in the rear of the university, shut off from the outside by trees and shrubs. The flowers, trees and shrubs were cut in design from varied colored sponges. The buildings devoted to study were arranged for convenience and beauty in a semi-circle. The roadways which led from one building to another were made of linoleum.

"Civicsville", also placed on heavy board about 35 x 60 inches, followed in its essential principles the fundamental of proper zoning and street planning. The class selected the radial street plan as the most desirable, and on this plan interposed that of having "center" at various convenient intersections in the city. The "Civic Center" was placed in the middle of the town, with roads from the city leading directly to this point.

The shopping, education, business, and playground centers were placed convenient to the residential areas. The buildings in the city were made from colored paper and balsa wood, and the grass was merely painted sawdust.

The third project, "New York Harbor Rebuilt", was the most ambitious venture. This was the largest of the three projects. The base was on heavy board of approximately 50 x 95 inches, and on this board were pasted, so as to be raised from the water, the sections of those boroughs which border on the harbor. Skyscrapers, with dirigible landing places, and airplane hangars on all the roofs, were part of lower Manhattan. Staten Island remained residential, but the ferry slips were all removed, and in place of these was built a suspension bridge, about 55 inches long, from St. George to lower Manhattan. Between Staten Island and Brooklyn was designed an underground tunnel. In the harbor were many new additions such as airplane carriers, an airport in the harbor, and additional ones in each borough, and new types of streamline ships. The various islands in the harbor were rebuilt with more modern buildings and piers. This project when completed represented an almost idealistic view of lower New York. The students followed recommendations of the Russell Sage Foundation, and other City Plan-



ning agencies.

Not only did the students gain knowledge and understanding from these projects by applying their knowledge to a practical plan, but they also obtained enjoyment. Civics became to them, no longer a theoretical subject but a vital course which influenced their everyday life. Practically every individual type of ability was given some chance to be displayed, and many students who had originally felt that Civics was just another subject on the program, experienced a decided change in attitude.

DIANA LEVINE.

Port Richmond High School.

### An Activity Project in Stenography

The occupational interest inherent in stenography is, unfortunately, not sufficient to insure a lasting enthusiasm for the study of shorthand. I have found that the teacher has to create constantly new devices for stimulating and maintaining the interest of her students.

I experimented this semester with an activity which the students enjoyed, and which I felt assisted them not only with the memorizing of outlines, but also with research in connection with shorthand. I think the plan contains many possibilities when used by teachers with ingenuity and initiative.

I stimulated the interest of the class by showing pictures I had

cut from magazines. In each picture, I pointed out the shorthand symbols contained therein. A straight line was *it, do, different,* etc., a slanted line became *which, up, be,* etc., a curve represented *may, no, lay, etc.* Phrases were found and analyzed. Then I asked the students to bring pictures to class and be prepared to show the shorthand signs in that picture. I requested them to notice advertisements in the subways and buses and to see how many outlines they could find in any one picture. I presented this as a game which they could play on the way to and from school.

After their interest had been whetted, I suggested that they select certain outlines and from them create their own pictures or designs, using the outline as the principle motif in the picture. A rough design was made first on paper. The outline was checked for its accuracy. Then the outline was drawn in black on a piece of cardboard and the rest of the picture colored. The simpler the design, the better, because the outline will stand out when the picture is finished.

From the word *wish*, for instance, a lovely rose was made with the *wish* as the stem. Another student, from the word *enjoying*, filled in a bed with a man snoring, and the snores were triphons. From the outline *clay*, a clay pipe was made. Of course, the words

had to be placed in their proper positions with the vowels included.

The Art Department supplied me with a box of short-end colored crayons which we used in class. Any sort of cardboard was accepted—the bottoms or the tops of boxes, the cardboard supplied by the laundries for men's shirts, and the like.

Our librarian was so delighted with our results that she suggested an exhibit in the library. A committee of students selected the best pictures. These were mounted and placed on bulletin boards. Other students, besides the commercial students, shared in the exhibit and were interested in it. A reporter from our local paper wrote up the exhibit and mentioned each exhibiter by name. The students were thrilled.

The words from which we had made pictures and which were discussed in class, were used as the basis of a test which I gave. The group not participating in this activity, although they had covered the words sometime during the term, received an average of 69%, and the group that had shared in it, 94%.

One boy, who for the first marking period had been hopeless, had his imagination fired by the scheme and turned in designs and pictures by the dozen. Along with this unexpected and sudden development of energy, he has become concerned with the technicalities of

shorthand, and is now doing passing work.

The coöperation among the students was splendid. They were patient in waiting for their turn to use certain colored crayons. They commented on one another's work, criticizing it when they felt that was necessary, and praising it when they deemed it worthy. I felt that the intangible benefits resulting from the activity were equally as beneficial as the tangible.

EDNA C. FLANDERS.

Curtis High School.

### On the Problem of Lateness and how it is Handled at Abraham Lincoln High School

"My clock stopped!" "I forgot my carfare and had to go back for it!" "My dog followed me to school and I had to take him home again!" No doubt you have heard these and countless other excuses given by pupils arriving late to school. What measures should be taken to eliminate excessive lateness in the high school? This problem is a problem of breaking undesirable habits. Lateness is a bad habit; therefore the elimination of lateness is the elimination of a bad habit.

Stuart H. Rowe, in his "Habit Formation and Science of Teaching," says that all habits are formed by:

- (1) Careful selection of habits to be automatized.



- (2) Demonstration of these habits.
- (3) A great deal of anticipation of difficulties and prevention of error.
- (4) Practice on the right habits—drill.
- (5) Many stimuli for continued practice, since the tendency is always for the habit to lapse.

On the negative side, to break a habit is:

- (1) To cause to develop dissatisfaction with the bad habits that are resident—children should be made to feel unhappy with these habits.
- (2) To fill the atmosphere with stimuli for the exercising of the correct habits.
- (3) Then having created a dissatisfaction, follow up with the positive points.

Now how do we, at the Abraham Lincoln High School, deal with the late-comer? Well, punishment is furthest from our minds. Our aim is to prevent rather than cure lateness, but if the disease is already resident, then our object is to cure the bad habit, but not through the imposition of penalties.

Now the question arises, "How can we create dissatisfaction with the evil habit of lateness?" To accomplish this, I interview every pupil immediately after the second lateness. I discuss the situation

with him and through criticism that is kindly and amiable, a solution to his problem is found. The child then writes and signs a statement as to the constructive methods he will use and the steps he will take to avoid lateness in the future. (Of course, some latenesses are excusable, those due to illness, death in family, traffic delay, and so forth.) If a third lateness is incurred, the pupil is summoned to the dean's office where he is interviewed by a teacher whose duty it is to act as intermediary between the dean and me. Again criticism is given, unrelenting, but with a smile. Again the student is exposed to the knowledge of what is right as opposed to what is wrong. If a fourth lateness is incurred, then either the parent is summoned or the case is referred to the dean. In only a few cases was it necessary to return pupils to the late session. Out of 3,500 students in the morning session during the past spring term, there were not ten students late more than five times, there being a total of 3,200 latenesses incurred by 1,700 students on 82 teaching days for an average number of 39 latenesses per day.

In accordance with our plan of prevention rather than cure, I make it a point to visit during the very first week of the term, all those prefect classes that are composed of students attending the morning session for the first term.

This visit, which is made during the home room period, affords me the opportunity of giving these youngsters all the necessary and pertinent information on regarding the development of a habit of punctuality that they should know and constantly bear in mind.

On the other hand, what follow-up procedure is applied to the person whose record during the preceding term was so bad, because he was late more than five times that it necessitated putting his name on a Black List? The remedial treatment in cases of this kind consists of sending a letter to the parent and in summoning the boy for an interview at the very beginning of the new semester. At this interview no words are minced and the cards are spread on the table. The student is made aware of the two paths that are open before him. Either he comes late again, in which case he is again reported to the dean's office, or else the chronic late-comer mends his ways and desists from coming late again. In order to encourage the student to improve his not too imposing record, we promise him that we shall file a good character report if he doesn't come late for the entire term.

Lateness will never be eliminated without the aid of the pupil, teacher, and administration. It would be impossible for any teacher to try to solve the task

alone. It must be a project undertaken by the administration. It is the business of the deans and even the assistant principal. Their efforts must be partly devoted to the problem of the elimination of lateness. Teacher's promptness, and promptness to all school activities including recitations and assemblies should always be most carefully watched. (Teachers should be set up as models.) Therefore teachers should act as models. Definite causes of lateness must be investigated and followed up, such as traffic conditions peculiar to the school neighborhood. Trolley schedules must be arranged that are in harmony with the school bell schedule. The problem of lateness should also be the subject of conferences and meetings.

We at Lincoln feel that the habit of lateness can never be cured by an official decree. Neither do we feel it can be cured by punishment provided in detention rooms. Frequent stimuli should be given the pupil for sustained effort in breaking the habit. The whole matter should be presented as a projection into the future—post-school day activities and vocations—preparation for work, for business, for a profession where the outward sign of a person, besides neatness and habitual use of language, is punctuality. Remember—

"Sow a thought, reap an act.  
Sow an act, reap a habit."



Sow a habit, reap a character.  
Sow a character, reap a destiny."  
I am appending statistical tables  
of the record of lateness in our

school, which show clearly the ef-  
fectiveness of the methods em-  
ployed in the handling of our late  
problem.

#### REPORT ON LATENESS FOR TERM ENDING JANUARY, 1936

Boys .....	2,273	latenesses incurred by 1,141 boys
Girls .....	1,785	latenesses incurred by 982 girls
<b>TOTAL</b> .....	<b>4,058</b>	latenesses incurred by 2,123 latecomers
Average number of latenesses per boy latecomer..... 1.9		
Average number of latenesses per girl latecomer..... 1.8		

There were only 6 students late more than 5 times. Since the average number of students attending the A.M. session during the Fall term was 3,350, and since there was a total of 4,058 latenesses, the average is 1.2 latenesses to a pupil. Since 2,123 pupils were responsible for these latenesses, 38% of our people were never late. The actual number of teaching days on which lateness was recorded was 79 (93—14 = 79).

Regents .....	5
Term End .....	5
Uniforms .....	3
Jewish Holiday .....	1
	14

Therefore the average number  
of latenesses per day was

$$\frac{4058}{79} = 51$$

The percentage of pupils late  
each day was

$$\frac{51}{4058} = 0.12 = 1.2\%$$

#### COMPOSITE AND COMPARATIVE REPORT ON LATENESS FOR FALL 1934, SPRING 1935, AND FALL 1935

	Fall '35	Spring '35	Fall '34
Number of latenesses incurred by boys .....	2,273	1,882	2,239
Number of latenesses incurred by girls .....	1,785	1,322	1,721
Number of boys incurring these latenesses .....	1,141	979	1,279
Number of girls incurring these latenesses .....	982	792	865
	<b>4,058</b>	<b>3,204</b>	<b>3,960</b>

Average number of latenesses per boy latecomer .....	1.9	1.9	1.7
Average number of latenesses per girl latecomer .....	1.8	1.7	2.0
Number in A. M. Session.....	3,350	3,500	3,600
Number of latenesses.....	4,058	3,204	3,960
Average number of latenesses per pupil .....	1.2	.91	1.1
Number of latecomers .....	2,123	1,771	2,143
Percent never late.....	38%	50%	41%
Teaching days on which latenesses were recorded .....	79	82	73
Average number of latenesses per day .....	51	39	54
Percentage of latenesses per day...	1.2%	1.1%	1.5%

Abraham Lincoln High School.

JULIUS FREILICH.

#### In the Mathematics Classroom

The following is a circular of instructions concerning Classroom Practice issued to the members of the Mathematics Department of the George Washington High School:

1. The early development of the *proper habits and attitudes* in the pupils concerning classroom routine is essential.
  - a. Give the classroom the atmosphere of a workshop.
  - b. Train the pupils to settle down to work as soon as they enter the room without being called to order by the teacher.
  - c. Train the pupils to look for the home assignment on the same corner of the board every day.
  - d. Make use of the *class exercise* as frequently as possible, every day during the first month or six weeks, at least three times a week

after that. The class exercise, given during the first five minutes of the period may serve either as a test to be rated by the teacher or by a selected pupil, or for practice. The exercise should appear on the board together with the home assignment, so that the pupils will lose no time in beginning their work. Paper need not be distributed for this. Pupils should use their own paper. The few minutes devoted to this exercise allows the teacher the opportunity to mark attendance, check home work papers, say a word to an absentee who has returned, etc.

2. Insist upon neat *written work* both on the board and on paper. Many teachers have found it helpful to have all



papers folded in booklet form, with scratch work done in a margin on the right. The pupil should understand that work written on the board is not merely for himself but belongs to the entire class. Therefore, it should be legible, so that all may be able to read it.

3. Make yourself conscious of the *physical condition of the room*, ventilation, condition of floors, bulletin board and teacher's desk. Insist that pupils cover their books.
4. Pay particular attention to your own *use of English* and to the *oral work of the pupils*. Insist upon accurate statements. Not all answers need be given in complete sentence form; but when a lesson requires it, insist upon correct English. In mathematics, more so than in other subjects, every word uttered is important and the pupils must say exactly what they mean and not leave it to the teacher to supply the deficiencies.
5. It is suggested that *papers be passed* by rows instead of by columns. This requires only a hand motion from side to side and avoids the noise and confusion caused by pupils turning around and rising from their seats when papers are passed by columns. This may seem to some teachers a

trivial matter, but is important in connection with ordinary classroom discipline.

6. *Work that has been put on the board* need not be explained necessarily by the pupil whose name it bears. To be able to explain what another person has written or to locate his error is as important as to be able to do the exercise oneself. This method of procedure tends to hold the attention of the pupils and to help the teacher in the 'control' of the class.
7. *In geometry, theorems and exercises on the board* should ordinarily show only diagram, hypothesis and conclusions. The teacher may ask also for the statements in the proof. Reasons should never appear on the board. There is no value in having pupils merely read reasons from the board. These should be given orally. The omission of the reasons will also avoid crowded illegible handwriting.
8. The teacher must give the *home assignment* very careful consideration. Even though it has been put on the board at the beginning of the period, reference should be made to it during the period, so that the pupils will see its relation to the work on hand. The purpose of the home assignment is merely to enable the

pupil to tell whether or not he has mastered the work that has been taught and to enable the teacher to tell whether or not he is to go on with the new topic. The assignment should not be too long. Home work papers should not be rated for the purpose of recording the mark. This would tend to encourage copying. There are many methods of handling home work in the class room, depending upon the nature of the work. The teacher must use his good judgment in selecting the proper method; but he must not make a habit of having the home work examples recited on in the classroom every period.

9. *Teacher-pupil activity*. "Pupils would do better if left to wrestle more by themselves. . . . In the past we have all tended to teach too much. . . . A clever teacher who loves teaching for its own sake may be something of a danger. He may do too much of the thinking and leave the boys too little to do for themselves."—F. W. Westaway, "Craftsmanship in the Teaching of Elementary Mathematics."

A class period has been successful to the extent to which the pupils have learned the lesson; and pupils do not

learn well in any grade of mathematics by merely following a demonstration by the teacher at the board. The class must be actually engaged at their desks at the same time with paper and pencil while they are thinking through the various steps in the presentation.

JOSEPH B. ORLEANS,  
Chairman, Department of  
Mathematics.

George Washington High School.

#### Lew Wallace Junior High School Grade Advisement Plan

Several years ago, the Department of Guidance and Placement, under the direction of Charles M. Smith, published the "Syllabus of Guidance Activities in Junior High School of the City of New York for Use by Guidance Departments". This syllabus was compiled by the Syllabus Committee of the Association of Teachers of Educational and Vocational Guidance, of which committee Mr. Charles O'Toole was chairman.

This is an excellent and a comprehensive syllabus, and forms a basis and pattern for junior high school activities. However, certain adaptations of it make the plan more suitable to the peculiar conditions of any one school.

Lew Wallace Junior High School, J.H.S. 66 Brooklyn, felt that its guidance work could be carried out most efficiently if it were divided



into grades. Therefore, the following plan was devised—a plan which adheres to the standards of the Guidance Department, but which also serves the special needs of this school.

One adviser was assigned to each year, 7th, 8th, 9th; and performs all guidance functions appropriate to that year. The work of the advisers is coördinated by the regularly licensed guidance counselor, who spends two days per week in the school.

We consider the plan tentative and experimental and on that basis we expect to study and to evaluate the results of this project.

#### LEW WALLACE JUNIOR HIGH SCHOOL GUIDANCE DEPARTMENT PLAN

##### *Services Available to All Grades*

1. Discovery and follow-up of special cases.
2. Interviewing pupils, parents, and members of the staff regarding home, school, and other special problems (including failures, truancy, cutting, etc.) and making necessary adjustments.
3. Follow up drop-outs or special cases.
4. Making home visits where necessary.
5. Interviewing new pupils and aiding in their orientation in new school.
6. Keeping teachers informed about counselor's work with

their pupils.

7. Furnishing personnel records of pupils to teachers and administrators.
8. Aids in preparation of home room or other guidance programs by furnishing (educational) (occupational) (recreational) information, books, or a guidance worker.
9. Group guidance of pupils in educational and vocational topics.
10. Arranging for assemblies, movies, or visual aids in guidance subjects.
11. Furnishing a list of guidance books, which are available in the school library and a list of those available in the local childrens' library.
12. Furnishing guidance material for bulletin board or school paper use.
13. Arranging for administration of intelligence tests.
14. Contacting and cooperating with Health, Social and other agencies. Assist pupils in choice of clubs or extra-curricular activities.

##### *Special 7th-Year Services*

- First Month—February, September
1. Arrange to give intelligence and standard achievement tests to all pupils who were not tested in 6B classes, and interpret results.
  2. Keep a guidance card for each pupil, recording all guidance

data and personnel history. Make these available to teachers.

- Second Month—March, October
1. Interview pupils and parents relative to choice of course to be taken in 8A.

- Third Month—April, November
1. Complete interviews with 7B pupils and parents.
  2. Record choices of languages and courses for teachers and administrators.

- Fourth Month—May, December
1. Follow-up choices of courses made by 7B pupils by interviewing major subject teachers regarding doubtful cases.
  2. Report to principal final number of pupils for each course.
  3. Interview 7A pupils.

- Fifth Month—June, January
1. Continue 7A interviews.
  2. Visit 6B classes in "feeding" schools to get personnel information regarding incoming class.

##### *Special 8th-Year Services*

- First Month—February, September
1. Interview hold-over pupils and arrange for special programs, coaching, change of course, etc.
  2. Arrange for pupils changes of courses.
  3. Refile and recheck guidance cards; enter grades.
  4. Arrange for intelligence test-

ing of those not previously tested.

- Second Month—March, October
1. Finish entering of grades on cards.
  2. Begin to interview failing students. Make the necessary adjustments.

- Third Month—April, November
1. Complete interviewing failing students.
  2. Conduct classroom talks and individual interviews regarding shop courses and industrial and vocational schools.
  3. Interview 8B industrial pupils relative to their 9A and 9B shop specialization.

- Fourth Month—May, December
1. Interview pupils for purposes of transfer to special high school courses and arrange for admission.

- Fifth Month—June, January
1. Arrange for pupil changes of courses.
  2. Arrange with other schools to admit special cases.
  3. Complete interviews with 8B pupils desiring to take working papers. Give advice and information about employment possibilities. Indicate educational opportunities at Continuation and Evening H.S.

##### *Special 9th-Year Services*

- First Month—February, September
1. Interview hold-over pupils.



2. Arrange for pupils' change of course.

3. Arrange special programs.

Second Month—March, October

1. Interview 9B failures (parents where necessary).

2. Interview truants and cutters (parents where necessary).

3. Group counseling regarding high school courses.

Third Month—April, November

1. Talks to and interviews of 9B pupils regarding high school courses and entrance requirements (tests where necessary).

2. Interviews with official teachers regarding high school choices of individual 9B pupils.

3. Arrange with high schools to take special cases.

Fourth Month—May, December

1. Complete arrangements with other schools to take 9B special cases.

2. Arrange for filling out and checking of high school applications and other forms.

Fifth Month—June, January

1. Give information and advice regarding employment certificates and continuation and evening school courses to pupils going to work.

GRACE E. LALEGER,  
Guidance Counselor.

Lew Wallace Junior High School.

## The Policies and Problems of Vocational Education

A report submitted in conjunction with the course in Modern Industrial Developments given under the direction of the Advisory Board on Vocational Education.

The course in Modern Industrial Developments is designed to bring to the attention of a large group of teachers in the vocational schools or interested in that work, some important modern trends in industry. The purpose is to interpret these trends in the teaching in our schools.

Before this can be done it is necessary to have a clear picture of vocational education as it exists today and as it is being planned by our leaders in the field. In this connection the meeting held by the High School Teachers Association at the Hotel Astor on Saturday December 7, and devoted to the problem of vocational education in the secondary schools, was indeed timely.

The speakers: Mr. Oakley Furney, State Industrial Education Bureau; Mr. Harry L. Gage, Vice-President Mergenthaler Linotype Co.; and Mr. Layton S. Hawkins, Supervisor of Emergency Adult Education, discussed this problem from the point of view of the state, industry and the municipality, respectively.

Mr. Furney, particularly, gave a

very clear picture of the policies and problems of vocational education. He elaborated the following essential points.

The purpose of vocational education may be outlined as:

1. Preparation for useful employment.
2. This must be done in separately organized schools.
3. It must meet individual needs and therefore training must be organized for various levels of attainment.
4. This training must be restricted to pupils who can profit by the instruction. This, of course, presupposes an adequate guidance program.
5. It must prepare for a specific industry only as many as can reasonably be expected to find employment. This, of course, requires close cooperation between industry and the schools.
6. The teachers in such schools must have satisfactory trade experience.
7. Adequate equipment and material is necessary for effective work.
8. There must be an organized plan of instruction.
9. Both the state and the community should contribute to the cost and the development of such a program.

10. Constant research is necessary, both in contacts with industry and in revision of school work.

Because of the depression secondary schools are today greatly overcrowded. Many students, approximately 100,000, who would ordinarily be attending part time continuation schools are now attending full time school. These would profit by vocational training.

Dr. Wm. E. Grady has submitted a plan for the development of the vocational high schools. His plan calls for special courses to be given with lower academic requirements. Such courses should be given as separate units for each trade. There is a need for many new courses.

A recent State Occupational Survey has shown many occupational changes. The trends indicate:

1. A decline in the proportion of the number of unskilled wage earners in respect to the total volume of employment.
2. In manual occupations there is a decided increase in the proportion of skilled workers.
3. The proportionate number of clerks has increased.
4. Professional workers have increased.

This trend resulting in the proportionate decrease in the number of unskilled workers may be expected to continue. We may expect



to see an increase in the need for skilled workers, those who design machines, make them, and keep them in repair. This need for skilled mechanics requires the establishment of desirable types of training. With improved conditions and a return to normalcy there will be a definite shortage of skilled workers.

The New York City plan provides for central schools in definite vocational fields. More such schools are needed. Dr. Grady's plan will require many new teachers with satisfactory trade experience.

There has been a notable increase in industrial arts courses in junior high schools. There should be an opportunity for such training in the high schools. However, this is not a substitute for vocational high schools.

The vocational high schools must give specific job preparation. After September 1, 1936 the school leaving age will be 16 years. The State Industrial Education Bureau recommends that trade education courses be on the tenth, eleventh, and twelfth grade levels and beyond. There should be post graduate courses in vocational fields. The level of vocational work should be raised. The completion of junior high school should be the minimum level for admission. This will defer completion of vocational training to a level at which employment can result.

Such a program presupposes adequate guidance. This involves a selective process including:

1. The study of occupations.
2. Try-out courses.
3. Counseling.
4. Health examination.

Before a student enters a vocational class there should be a reasonable belief that he will be successful there.

Capital and labor are in accord in this work and there are many examples of their coöperation in this field.

At present two-thirds of these schools are inadequately housed. State and Federal aid should be devoted to securing proper building and needed equipment.

New powers have been conferred on the Advisory Board on Vocational Education which should result in future growth and development of these schools.

In general these schools should provide for specific preparation for vocations. Also extension education should be given to workers who should have an opportunity to progress.

MAX SPITALNY.  
Brooklyn Boys Vocational High School.

### Good Speech in the Guidance Program at Seward Park High School

Seward Park has formulated a Guidance Program as the touch-

stone of its organization. The curriculum and extra-curricular activities, teaching methods and conference subjects are all moulded around the guidance of the students—vocational and educational, psychological and sociological.

This has given a great impetus to the recognition of the importance of Good Speech. In consequence of the realization in practice of the "whole child" concept of education, teachers who formerly were sceptical of the values of Speech Improvement now become enthusiastically coöperative in the drive toward this objective.

The teachers' help is entitled and simplified by various aids. All rooms are supplied with decorative posters and illustrated slogans explaining the value of Good Speech in that subject; eg., "Great Statesmen Are Great Orators"

(History); "An Efficient Secretary Speaks Clearly" (Commercial); "Good Speech Saves Time and Money" (Economics).

In our Speech Improvement Program, in which Dr. Raubicheck's W. P. A. group are doing a splendid job, all teachers co-operate eagerly. Dr. Steigman, Chairman of English, has devised a form which is used in this connection. Each speech defective's program is noted. All the teachers of that student are informed of the efforts the pupil is making, and are offered suggestions for classroom application to help the individual adjust and improve his speech. In this way the Seward Guidance Program enriches the efforts in behalf of the student's speech.

ABRAHAM TAUBER.  
Seward Park High School.

## REVIEWS

### Methods and Materials of Health Education

By Jesse Fiering Williams, M.D., and Fannie B. Shaw, M.A., New York: Thomas Nelson and Sons, 1935. Pages 331.

The keen interest and rapid advancement in the field of health education during the past two decades with the acknowledged lack of in-service training in methods and choice of materials by those who seek to improve the

health status of children, creates the need for a text such as Williams and Shaw have given to us.

In a lucid and brilliant manner the authors answer such vital questions as the following: "What are the important factors in school organizations as related to individual differences?" "What conditions may produce problems in discipline?" "What is the distinction between growth and development?" "What effects do success



and failure in school work have in relation to the health of the child?" "What are the differences in philosophy of and methods in education today and twenty-five years ago?" "How may health and the various subjects in the curriculum be correlated and integrated?" "How may teachers conserve their health?"

The opening chapter is devoted to an interpretation of the new definitions of the terms used in school health education as presented by the Committee on Terminology of the Health Education Section of the American Physical Education Association. These definitions, say the authors, "not only promote clear thinking in organizing the materials of the field but also eliminate the confusion that otherwise results as one reads the literature in health published since 1920."

The succeeding chapters are replete with common sense "gems" on how to deal effectively with children and how to guide the growth of individuals into integrated personalities that are to live complete and adjusted lives. If education is to be a process of discovery and a product, then teachers, parents and others in order to understand children must consider them as *children*. The authors clearly show that the whole-school experience is important in its effect upon the child from the point of view of the

newer concepts of health education. They say, "A maladjusted, unhappy, nervous teacher, a narrow, academic curriculum, a military disciplinarian as principal—these, may affect more profoundly and more adversely the health of the child than his failure to brush his teeth, to keep his hands and face clean or to drink milk daily."

Williams and Shaw strongly feel that the facts regarding child nature are not only important to health educators but to *all teachers and parents*. They, therefore, discuss these facts quite fully in their second chapter. The reviewer is inclined to believe, however, that some individuals will hurriedly glance over this conglomerate mass of detail (which may be authentic enough) because of the numerous names, graphs, tables and charts. The chapter contains no less than ninety-one foot-note references. The book with its 285 references should prove a veritable haven for the research-minded student of health.

The authors take a long range view of the service of health education. They seem to think that the test of health education as a practical art is to be noted in the *changes* in people. They maintain that sound practices and procedures can be measured by the greater vitality of people, increased efficiency and power, lowered death rate and lessened mobility. They, then, attempt to answer

sincerely, the question of what has health education to contribute to the rôle of preventing heart disease, cancer, nephritis, cerebral hemorrhage and the pneumonias?

The authors have not minced words. They particularly recognize the importance and part the socioeconomic phase plays. A few statements are apropos:

"The economic aspects of illness are striking; they constitute additional arguments for needed repairs and adjustments in the social order."

"The school should be conducted to eliminate as far as possible fears in children, and to promote in them self-confidence, self-respect, and self-direction."

"The teacher who is always punishing children and imposing a harsh discipline, defeats the very ends for which a school exists, the wholesome development of children in knowledge, skills, attitudes and appreciations."

"The teacher who is unable to secure coöperative effort from the normal child, should give up teaching or change the program; either the teacher or curriculum is at fault."

"Commercial organizations have demonstrated the increased efficiency and the decrease in accidents in factories in which *rest periods* have been introduced, but the schools have yet to profit by the example."

"Children should be taught to

remain away from school if they are not well. (What about teachers?) Efforts to secure one hundred per cent attendance records with their accompanying prizes and rewards, are apt to jeopardize proper health service in the school."

Better organization and more comprehensive procedures, the authors seem to feel, will do away with many deficiencies and bring about for most schools the health education that exists in a modern, progressing school that is "child-centered."

In spite of minor shortcomings, educators should welcome this text for its intrinsic merit.

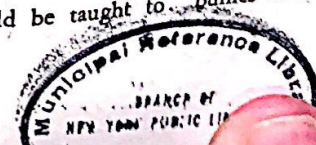
The questions for study and discussion at the end of each chapter further adds to the book's value and should prove especially beneficial to young health teachers.

M. DONALD ADOLPH.  
Thomas Jefferson High School.

#### Schoolhouse in the Foothills

By Alvin Harlow and Ella Enslow.  
Simon and Schuster, \$2.00.

That teaching is still a romantic adventure in certain parts of our country is amply clear from this thrilling yarn of one who went to bring sweetness and light to the inhabitants of Shady Cove, a poverty-stricken little town in the foothills of the Tennessee mountains. Miss Enslow's struggles against the suspicions of the mountaineers, the cussedness of the bullies she taught, the extra-cur-





ricular problems of petty politics and poverty are excitingly recounted here.

This narrative of a wise and brave young girl who taught her benighted pupils first through love and then through pedagogy has a particular interest for teachers. When Miss Enslow's story appeared in *The Saturday Evening Post*, it attracted national attention. It is no less startling, no less heartening a tale as it appears in greater detail in this book.

We commend this story to you. It warms the soul. Its simple, straightforward telling once more emphasizes the dignity and nobility that is the true teacher's. Not to read it is to miss one of the finest and most inspiring experiences that has come out of the teaching profession in years.

The book is strikingly illustrated by Thomas Benton.

A. H. LASS.

#### **Intra-Family Relationships and Pupil Adjustment**

By Theodore R. Myers. Teachers College, Columbia University. \$1.50.

From a questionnaire answered by seven hundred junior and senior high school pupils, Dr. Myers reveals certain very important areas in which the school can achieve a

more harmonious and significant relationship with the home. The aim of the school, Dr. Myers thinks, is development of a well-rounded personality. This necessitates a greater rapport between home and school. It is a truism that hardly needs emphasis that the average classroom teacher has only a part of the pupil for a part of the day, and that unless the teacher can and does see the pupil as a whole, his instruction is of necessity not achieving its fullest possibilities. Dr. Myers points to the need for more information about the home life of the child, in order to adjust him more fully in the school. Since many of the school disabilities and disturbances can be traced back to faulty intra-family relationships, it can readily be seen that information of such a kind is almost indispensable in an educational process which posits as its basic postulate the full development of the whole child.

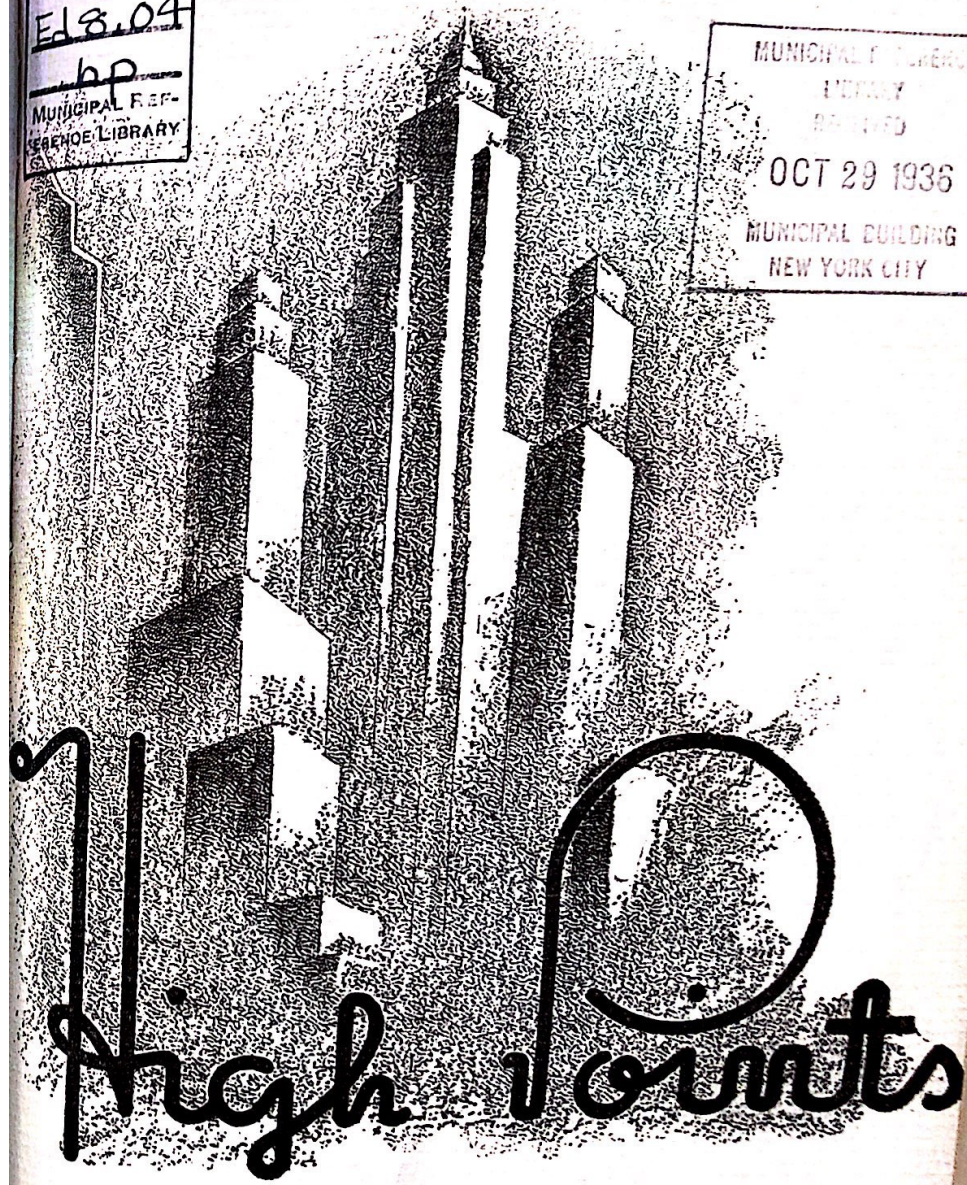
There is great need for more detailed study as to ways in which the school can supplement and integrate with the home life of the child. Dr. Myers' findings point in the right direction, and ought to be extremely helpful and illuminating both to classroom teachers and general school workers.

A. H. LASS.



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# HIGH POINTS

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## ECONOMICS AND ART

### A PLAN OF THE ECODECOR

ECONOMICS is the—science." Yes, *dismal* is the word for it before our students enter the economics classroom, a bleak and efficient place, possibly during and after that event. Of course unknown to them, they acquiesce in the idea as perfectly apposite. It is a neat expression and one of the most popular phrases, both descriptive and printable, in common use concerning the subject.

Yet this negation, this inertia, must be swept away by some means which enables them to see at a glance the pertinence of the concepts, the validity of the material and the concrete bases of the generalizations. All the students need the stimulation of artistic motivation and they value aesthetic enjoyment, each in his own degree. Furthermore, such an approach helps a substantial proportion of the "conscientious failures" whose chief trouble is not that they love economics less but that they love art more. The plan for meeting this need consists of a simple method of preparing murals for our economics classrooms; let us call them "The Ecodecor".

We all know the tonic effect of objective representation on a class, and particularly on artistically "gifted" students. Once required

to render abstract ideas in terms of cartoons, charts or diagrams, they are able to make effective contact with the subject matter for the first time. Then the knack of searching for a pictorial solution becomes a habit of thinking, a lasting interest is created, and those students otherwise doomed to failure are saved through their special skill.

But in doing this as a part of our usual method of reaching the individual, we are only touching the fringe of possibilities in this direction. Who can think of the northern lights in academic terms after seeing them flame across the vision in the murals of the American Museum of Natural History? Who can recall the details of a budget among Wanamaker's bright and lavish murals? Who can recall the date of a vintage enjoyed at Carcassonne where the walls themselves blazed with a medieval pageant? Let us put the splendor which inheres in our crucial and at times agonizing subject matter on the walls of our rooms, and meet the challenge that the chalice may shame the drink!

The technique of preparing such murals rapidly and at trifling cost may be exemplified by the examples on exhibition at Teachers Col-



lege in the spring of 1936. These were painted under the direction of Professor Charles J. Martin by whose courtesy the following description is available. One month before the Dean's Reception, Mrs. Russell invited a committee under the chairmanship of Professor Ruffini to prepare mural decorations for the occasion. Since the desired theme was to be illustrative of the History of Education, Professor Reisner outlined the series so that the settings would best show the contributions of each epoch, and would adequately trace chronological development. Cash prizes were arranged for the student-artists presenting the most successful cartoons and the wives of faculty members coöperated in every way possible.

1. The directions included the scale, three feet to one inch, and the amount of space reserved for the legend each mural was to bear. The main proportions were obtained from the "golden section". Thus unity was secured for the series, eventually to be viewed in perspective on one long hall.

2. Group criticism was carried on under Professor Martin's direction and the designs were perfected.

3. These were then mounted on lanterns and thrown against composition board by means of lantern projection. This enabled the artists to sketch the cartoons directly on it

in tempera, in "an incredibly short time".

4. In preparation for the color, the boards were sized with thinned shellac.

5. Devoe's dry color was then mixed with glue which had been heated until it was liquid. This mixture was applied with brushes, sponges, paper towels and other means most effective to obtain differentiation of value. Intensity was maintained as a constant.

6. The stencil for lettering was designed by one man and applied by him.

7. Each unit of the series was bound with Scotch tape which offers an inexpensive and very effective finish.

8. The carpenters mounted the murals with fine wire nails adequate for the load and least damaging to the wall.

Here in the compass of a few score yards is the History of Education epitomized in typical scenes of ancient Greece, Judea, and on down through the ages to our great cosmopolitan high schools, and expressed in the universal language of imagery. Though the success of the series was postulated by the personnel of the participating groups, this holds promise of some measure of fulfillment even at the secondary level, and it should not be too expensive in terms of time and energy.

We too have a priceless opportunity in our young people bubbling

with self-expression, in the ideology of economics and in the broad surfaces of our own four-walled rooms. What material can be so represented? And how should the creative energy of the school be mobilized behind it? Let us choose among the thousands of details clamoring for organization and among the few generalizations which "seem" to be universal. The arrangement of these in pattern at once intelligible, valid and pleasing to the eye, is the central problem which is here outlined. Each artist will fashion his own reply to it from what he knows or can find out, so that the resultant product will be as little related as the work of Blake and Sert.

For instance, is Economics in its final form or is it evolving? If we incline to the latter view, we want a series for our Ecodecor showing change, constant change, over periods of time and over different institutional backgrounds. Let us call the series "The Evolution of Economics" and base the thinking of the students on any good history of the subject<sup>1</sup> preferably one with an institutional slant.<sup>2</sup> Consequently the first room would have as its theme the Canonist School based on theology with the figures representing the Just Price dominant; Just Wages, Just

Measure, Just Profit would be the serving men here. Dimly discernable in the distant sky would be the conventional symbol of abstract justice.

The second room. Here we would find Mercantilism, a creature of Absolute Monarchy, which has brought about "perfect harmony between politics and economics". The figure of Philip of Spain, overladen galleons, and colonies groaning under exploitation would appear as aspects of the Commercial Revolution of the centuries between 1500 and 1700. Fainter in the background should appear the map of the Spanish Main done in the manner of John Held.

The third room. This should have the Agricultural Revolution for theme; the rise of capitalistic farming would be represented by men paying money rents and making plans for doubling or trebling the weight of meat animals within a century. The mechanistic character of the economic thinking which accompanied these advances, however, might be represented by the Tableau économique of Quesnay traced over the background, which also bears the dates, 1688-1793.

The fourth room. Here we would find English Classicism founded on the rock of production, Free Trade breaking the bonds of Mercantilism, Division of Labor typified by a series of workers passing shoes along, and

<sup>1</sup> Scott, William A.: *The Development of Economics*.

<sup>2</sup> Peck, Harvey W.: *Economic Thought and Its Institutional Background*.



the concept of accumulations of capital in which many small fruits are raked together for the winepress of capitalism. Towering over the landscape would be the profile of Adam Smith. In Ecodecor we shall not hesitate to make generous use of labels, dates and names in the proper places, nor shall we make them obtrusive. All these factual elements can be so arranged as to constitute elements of beauty; dates can be so arranged around a profile as to have the decorative quality of a nimbus, and names can be arranged either horizontally or vertically in garments producing the effect of fringe or lace.

The fifth room. Later Classicism would be revealed on the bedrock of distribution and could be shown as a fountain whose waters fall into three streams only,—wages, profits and rent. This would underscore the emphasis in this school and the profile of Ricardo in the setting of his dates would typify this.

The sixth room. This would show the so-called "Newer Capitalism".<sup>3</sup> If "mass production be balanced by mass consumption" and this be "founded on high wages", we would use this concept as the fulcrum of a balance the width of the room. On one end a group of typical hoppers pouring out manufactured goods, and on the other end figures of consumers stretching off in perspec-

<sup>3</sup> Classed as a school in Peck, *op. cit.*

tive to the horizon. Here Edison's or Firestone's profile would be appropriate.

The seventh room. Here we would find three panels, emphasizing the advantages and disadvantages of Individualism. The family and the community as the focus of economic life would constitute the contrast with the Individual as the third possibility and the single figure ONE as the dominant note. The ideas illustrative of this would be drawn from Gustav Schmoller's discussion of each.

The eighth room. This would show symbols of Collectivism in two forms, Socialism, wherein railroads, steamships and grain elevators would bear the label of the State, and Communism, wherein the current symbols are commonplace.

These suggestions are not intended to be complete and do not pretend to be definitive, but are rather designed to show the provocative patterns which can be built on photographic verisimilitude plus allegorical imagination. Nor must we conceive of the purpose of this series in the Ecodecor to be the painless teaching of theories in the subject but rather as a concrete illustration of relativity. A student moving from room to room would be impressed by the shift in emphasis from age to age by a few simple and obvious relations, for instance, between man's actions and

his rationalization of those actions. He would gain in perspective of this school content and that would be reflected in his outlook on life.

However, some of us have little patience with what has been, and even less with other people's opinions of what has been, and prefer instead the difficulties of today and tomorrow. This would lead us to a series on "Problems of Consumption".

The grotesque notions entertained by our students in this field require little excavation to discover, but dynamite to remove. To illustrate; a boy announced as axiomatic proof of a remark, "If we eat meat only, we die!" After the class had worried the idea for an appropriate length of time and the most amazing and antithetical untruths had been expounded, it became necessary to describe Vilhjalmur Stephansson's proof that to him only absolutely clean meat was toxic. The idea that sudden changes were bad and that extremes were undesirable for most persons threw light from a new angle on the golden mean. This is economics and more; it is what our students need. Let us briefly consider some of the developments of the ideas on consumption.<sup>4</sup>

The first room. This would summarize "Dietary Habits of the World"; a Chinese lad holding a tiny bowl of rice in his delicate

<sup>4</sup> Harper's Magazine, files of 1935, series of articles by the explorer.

hands, the Arab carefully munching his handful of dates and sharing with his camel, the Eskimo babe teething on a strip of raw blubber, our underprivileged classes gulping soda-pop and frankfurters, and our own students eating adequate lunches in the cafeteria. This last could be centered as the highest adaptation for us. Background figures here might be the dietician and the cost accountant.<sup>5</sup>

The second room would depict "Housing" and its concomitants; the picturesque river dwellers of China, and the bodies in the stream with the mephitic figure of the Plague taking its toll, our own slum districts with the mortality rate traced in the murky sky, and the suburban areas of the comfortably poor where the mortality rate is lower.

The third room would show "Clothing Standards" in the various countries as a product of climate plus other factors,—the furs of the Arctic, the limited wardrobe of the tropics, the burnous and rope headdress of the Arab so protected against the sun, and as a final irony the "civilized" American clothing. Any teacher who has had occasion to make black-board sketches of bustles, hobbles, princess and tubular modes of our attire to illustrate the fashion racket may wish to devote an

<sup>5</sup> Use any standard work on consumption; for example: Hoyt, Elizabeth.



entire series to the problem of clothing alone.

The fourth room would show "Thrift Standards", beginning with the gay spendthrift shadowed by aged Want, the miser overhung by visions of Thieves and Loss, and centered, the "middle way". In this panel we would find people putting some money into present goods and some into future goods by buying bonds, stocks, annuities and savings accounts.

The fifth room would show "Accomplishment Standards". A typical boy and girl would be centered here with bewilderment written in their faces, as they struggle with the question "How big are you?" On the extreme right would be the scale of I. Q. as necessary as minima in the various occupations,<sup>6</sup> and on a level with each but at the left would be estimated average life earnings. This is implied in every discussion our students hear, and the facts, at times unpleasant, should be commonplaces to them in their early years. For what can be uglier than the bewilderment of the middle-aged?

The sixth room would show "Standards of Leisure" and the consequences of each rather realistically. The center panel should pose the question "What is work

<sup>6</sup> See Burr, E. T.: *Minimum Intellectual Levels of Accomplishment in Industry*, and compare with Proctor's studies along the same lines.

and what is play?" showing the woodchopping of the lumberjack and of the broker. The side-panels would have the less advisable forms of amusement to be found in the neighborhood with a rather direct road leading to a sinister "big house," dark in the background, the flabby vicarious amusements of the physically or mentally lazy leading to a dull-eyed specter of Boredom to furnish contrast to the more wholesome, actively and intensely personal choices including dramatics, athletics and music, with the resultant figures of perfect men and women in the background.

Some may demur at calling this economics. The field is wide, so choose what else you will; some may think these general ideas are obvious. Are they to the 'teens? Some may say this is not related to economics directly, but they are those who have never touched the torch to the powder-train of an adolescent's interest in the world of knowledge, and especially to the "gifted" one! The amount of research they will carry on to improve their own self-expression is prodigious.

The following schedule then affords a working basis for the Ecodecor. 1. In March the school paper should run a column of ideas suggested for the next series and encourage balloting on the triple basis of timeliness, value, and practicability. Prizes and honors would be in order. 2. In June the Eco-

decor Committee, consisting of representatives of the Administration, and the Art and Economics Departments would announce the theme and distribute a brief bibliography to "prime the pump" for creative work during the summer. 3. In September the school and the committee should inspect the cartoons and pick the best series. 4. By mid-October these should be executed and ready for mounting, three or four panels to a room. Thus a score of pupils would have had a chance at active participation. The large fraction of the student body which uses these rooms would enjoy them until June when they should be returned to their makers. The most gifted students rarely are as enthusiastic as their teachers in regard to indiscriminate "socialization" of their works of art, and the exercise of this diluted eminent domain rarely effects their conversion. By sending the sections of Ecodecor out into the community year after year, a permanent interest will be built up with favorable reactions each way. People who have shared in beautifying a school will not smirk complacently at the vandal who is "making work" and at the same time community taste will improve, and therefore, school taste.

5. The next step is the establishment of a "Reunion of Ecodecor" at a regular time each year, say the first week in February.

Then all available old works as well as the new would be on exhibit, and inter-series prizes would be awarded. This provides for continuity of interest and a constant effort to better the best.

A word is in order about the source of the prizes mentioned. Each school will solve it in its own way,—from general organization funds or from a special subsidy from the cafeteria, or from the social events of the Economics Clubs. The latter method has the advantage of unifying the efforts and responsibilities of students working and playing on allied lines.

By Ecodecor we lead the artistic students to apply their ability to the presentation of economic problems. The machine-minded students may be led to artistic appreciation, for which they otherwise entertain a lively contempt. The thin trickle of the units of Ecodecor into the community will establish mutually advantageous grooves of understanding. Our students establishing their own homes within a few years will know the joy inherent in a dollar's worth of paint plus a blank wall, something within the reach of everybody and now reached by how few! The sanctity of the surface left by the tenement house painters will be gone forever and our pupils' homes will blossom with new and strange shapes. Too strange?



There is no denying that there are latent potentialities for horrors, both artistic and economic in the Ecodecor, but the vast amount of creative expression which this will release is beyond reckoning. The raising of aesthetic pitch in the classroom, the school, the community, the degree of intellectual interest created in the student body by this device, the steeping of our classes in the joys of color, mass, proportion and line, the delicacy of perception which reacts upon the entire personality, these all elude the methods of quantitative statement. But their reality endureth forever!

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HELEN HUNTER SMITH.  
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## FRENCH IN A CHANGING WORLD

COMING to France after an absence of several years, one of the most striking things to note is the strength of the Americanizing influence. Not only have most of the hotels installed running water and flush toilets, but the invasion has extended to cash registers, frigidaire, frigilux, escalators, elec-

tric irons, electric stoves, vacuum cleaners, stand-up bars, self-serve restaurants, bungalows, the amateur hour (*concerts-crochet*) and the five-and-ten cent store (called *Monoprix*, or *Prixunique*, or *Uniprix*). Even the old time regiment of chasseurs, valets de chambre, femmes de chambre, liftiers

and garçons de café that used to speed your departure from your hotel has capitulated to the uniform ten per cent service charge added to your bill.

Grapefruit, under its own name, now appears on your breakfast or luncheon menu, ice-cream cones (*cornets à glace*) are sold on the streets, and orange juice, tomato juice, lemonade and all kinds of pop can be had at the bars and cafés.

But to the language teacher the most significant thing is the Americanization of the language. Business, sports, the radio and the movie are combining to put out of date the Vanderbeke, the Cheyd-leur and all other literary word lists. The French of today is quite a different language from that of the nineteenth century masterpieces. To understand it, one almost needs a course in modern English.

The subjunctive is being more and more frequently forgotten. I heard an educated lady of Grenoble say, "Je m'étonne qu'ils le feroient", and "Je suis content que vous le lui avez demandé." Articles and prepositions are being dropped. "Retour fin juin (à la fin de juin). "Vous dinerez avec nous? Peux pas! Regrette beaucoup!" "Où est-ce que trouverai la Campagne American Express?" "Schais pas." Accents are frequently not used, especially in signs: *Metro*, *Entree*, *Theatre Francais*, *Cafe de l'Opera*.

*Le cabinet d'aisance* was replaced by *le watercloset*, which in turn is frequently referred to as *le water*. Soon the only difficulties left for our pupils will be those of gender, which will persist as long as the very feminine Mae West is *un ange* and the very masculine Wallace Beery is *une vedette*.

"Ah, oui, c'est formidable comme on s'américanise", said a Parisian lady to me and used quite naturally and without hesitation one of the most interesting of the new words, "s'américaniser".

At the new revue "Tout va bien!" the French audience heard, seemingly understood and applauded a sketch in which an actor says: "Alors, c'est entendu. J'achèterai votre invention dix millions cash. Vous connaissez mon standing. Je suis membre d'un firme de brokers, parmi les leaders du monde financier. Je suis accoutumé à un standard de vie plus élevé", and so on. In another sketch Jeanne Aubert mentions les boys et girls, les ladies et gentlemen, and she sings of les plaisirs du camping.

To mention other new terms introduced by the theater, le *music-ball* has definitely taken its place beside le cabaret, le théâtre, and le cinéma. And in le *music-hall* commère announces, "Elle présentera un sketch des los". "Et maintenant vous applaudir le roi du step". "C'est maintenant le du jazz (jazz-musique)".



band) de Frank Withers". "Voilà l'inventeur extraordinaire des gags américains". "Moi, je suis le *producer* de la pièce, accompagné de mon *manager*".

The films have made common property of such terms as le jeune *star*, le film des *gangsters*, des *racketeers*, des *kidnapers*, la magnifique œuvre des *G men*, sous les *sunlights*.

The radio has contributed these: "Dans un *message* radio-diffusé." "M. Gormis, *speaker* à Radio Paris, prend possession du micro (parleur is also used for announcer)". "Saint-Granier, le roi des *speakers* et Alex Virot, notre *radio-reporter*."

At the refreshment counter of one of the big Paris department stores you see advertised *sundaes* and *ice-cream sodas* (accompanied by an explanation in French *crème glacée avec soda*). Here you can buy *drops* (life-savers) and *cake* (what we call fruit-cake), and at a near-by counter I was much astonished to find *twizzors* (tweezers).

At a large store in the Place de la République the dresses on display in the window bore the labels *Kiss me*, *Snob*, *Bridge*, *Fifth Avenue*, *Studio*, *Mary Lou*.

The world of business is also responsible for these terms: le *dumping* commercial qui fausse le mécanisme des échanges; les *leaders* de la première division (this word is frequently used in

commercial, athletic and political fields); le *budget* anglais; un carnet de *tickets*; un *bungalow* provençal avec *living-room*; chambres et *studios* meublés; un *dancing*; le *message* facial; le *shampooing*; le *grill-room*; le *bar*; le *cocktail*; le *sandwich*; le *lunch*; le *five o'clock*; le *pressing* à la vapeur; le *car* de la Presse quitte le Stade; s'embarquer sur un modeste *cargo*; le nouveau *liner* "Queen Mary"; M. Signovet *stoppa* devant la mer (this word has passed from the realm of sport into extensive general use). Le *week-end* has driven out *la semaine anglaise*. The papers describe le *week-end* météorologique. You hear your French neighbor at the next table say, "Je vais passer mon *week-end* à Mendon". All the young people now use "all right" and "good-bye".

It must be added that this modern anglicized vocabulary is rather the possession of youth than of the middle aged. Older people do not habitually use these new terms and many would not even understand some of them. It is therefore not surprising to note that the largest number of English additions to French is in the vocabulary of sport. And it is quite true that the sports and sports writers of the provincial towns are more addicted to the use of these new English words than are the sports people of Paris. Most of the following expressions are taken from the newspapers of Grenoble, Nice and

Marseille. Le *skating-rink* (roller-skating) est ouvert tous les jours; hier au *skating* du Palais des Fêtes; deux grands *meetings* sont organisés; un *rallye* automobile; les exposants abandonnent leurs *stands*; les premiers *matchs* (not *matches*) internationaux; le *champion* britannique battra-t-il le *record*? Léon Lével, *recordman* de l'épreuve de l'an dernier; une très belle *performance*; voici le premier *score*; sans souci du *score*; les trois *clubs* de tête; les deux premiers *sets*; il s'incline dans l'ultime *set*; nos *tennismen* qualifièrent pour la *finale*; le *jockey*; le *sweepstake*; le *steeple-chase*; le *golf*; le *links*; le *cross-country*; deux cents *crossmen* (cross-country runners).

Referring especially to basketball: Antibes gagne le *toss*; tout le *five* offensif; le *keeper* de la défense; Paris, par ses *dribblings*, s'annonce dangereux; les *forwards* niçois attaquent; les *forwards* sont fatigués; l'allier niçois ajuste son *shoot*; à l'aide d'un *shoot* extrêmement heureux; Fèchina *shoota* volontairement un *penalty* dans les mains de Pyatt, *goal* cannois; Kohut *shoota* dans la foulée; Hilden se fait applaudir sur un *corner* qui paraissait acquis; des *corners* sont échangés sans succès; un *handicap* fixé au préalable par la Commission de *Basket-ball*; dans les régions où le *basket* est très suivi; ils servent admirablement la cause du *basket* français.

Referring especially to cycling:

Camilla enlève au *sprint* le premier grand prix cycliste; les *leaders* de notre jolie épreuve; Fleuret le *crack* de Cannes; accompagnés de leur exubérant *manager*.

With special reference to boxing: je compte faire ma rentrée sur un *ring* français; un dernier *round*; ils *boxeront* fin juin; il *boxa* bien mais il n'eut jamais le *punch*; il envoya des *swings* du droit; il l'a mis *knock out*: son adversaire ne fut ni *knock-out* ni *groggy*.

With special reference to rugby football: nos *rugbymen*; nos *footballeurs* français; Galia peut être fier de son *team*; le *Racing* (name of a Club) a battu Charleville; les *goal-getters* Francard et France-schetti; le *sprinteur* Peacock, les *goal-posts*; le challenge Blanchet est gagné par l'Eveil de Nice, cet étonnant *hand-ball* dans la boue.

It is quite astonishing how well the French youngsters pronounce these English words, although the preservation of the French vowel sounds, especially *a*, *i*, and *u*, the French tendency to stress slightly the final syllable, and a disposition to sound final consonants, keep their pronunciation piquantly French. English *ball* sounds quite like French *balle*, *leader* sounds like *laydair*, *speaker* becomes *spay-kair*, *punch* is delivered with a nasal, and it is difficult to distinguish a *crack* from a *crock*.

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# WHAT ARE THE BASIC ASSUMPTIONS FOR A GUIDANCE PROGRAM IN THE HIGH SCHOOLS OF NEW YORK CITY?

## A COUNSELOR SUGGESTS AN ANSWER

A PROFOUNDLY and rapidly changing world has brought changes in the world of education. The influx into the high school of great numbers of students whose education in a former day would have stopped with graduation from elementary school has not only increased the size of the schools, but has drastically affected the character of the student body.

No longer is the secondary school called upon to educate exclusively that relatively small percentage of the boy and girl population that plans a college education or a professional career. Nor does it gather together chiefly the sons and daughters of the upper and middle classes of American society, or pupils with high scholastic aptitude, or even those willing or eager to profit from a high school course.

Today the graduate of the elementary school takes it for granted that he will go on, willy-nilly, to high school. Child-labor laws so decree, as well as more and more generally accepted social sanctions. And an unprecedented employment situation holds out to adolescent youth no alternative to schooling.

The result has been a clash between the interests, aptitudes, ambitions, and needs of large numbers of boys and girls and the curricula and methods of a secondary school built around the needs of a very different and homogeneous student group.

All of our high schools have striven in some measure to adjust to the new situation. In their effort to educate all the children of all the people, they have expanded the curriculum to take into account low as well as high I. Q.'s, industrial and commercial as well as professional ambitions, mechanical aptitudes as well as aptitudes with abstract ideas. Special courses have been devised, and special certificates and diplomas granted in lieu of the traditional ones.

Many special services have also grown up, presided over by advisers of a great variety. Grade advisers, college advisers, placement and investigation assistants, and deans of boys and girls, are perhaps the designations most representative of this development.

There has been a corresponding change in *emphasis* from departmental or subject-matter aims to the aims of education as a total

process, with special attention to preparing for leisure time and home membership, and civic efficiency. And there has developed, too, a new conception of pupils as total personalities instead of as repositories for quantities of unassociated learnings.

The presence of these new developments increases the need on the part of high schools to make real and significant, practical and systematic, the consideration of individual differences.

Ironically enough, the larger the individual high school, and therefore the wider the diversity of curricular opportunities that might suit individual needs, the larger is the likelihood that the student will be lost sight of as an individual. To put it more simply, the greater the need for individual attention, the less likely it is that the student will receive it. Complexities of organization, double sessions, overuse of plant and the presence of three, four, or more thousands of distinct personalities in the school are often regarded as making impossible adequate attention to individual requirements.

It is this situation which should unite in a common cause a large group of persons in New York City's high schools classified under such terms as: guidance, vocational guidance, placement, grade advisers, college advisers, deans of boys and girls, administrative as-

sistants, welfare counselors, and visiting teachers.

Their common interest in the development of individual boys and girls should lead them as a group to formulate assumptions which seem basic to establishing in the high schools of the city a service which the needs of those individual boys and girls demand.

And out of these basic assumptions combined with the wide practical experience of the high schools of the city there should evolve practical suggestions for the organization of a more adequate guidance service in the high schools,—whether they be technical high schools, industrial, academic, comprehensive, coöperative, or any other kind.

For the purpose of setting up a target at which to shoot, may I propose the following assumptions as basic to the planning of such a service?

1. Complete individualization of the educational process implies that every individual boy and girl, with his distinct characteristics, shall be considered to be the centre of that process; that *his* abilities or lack of them, *his* aptitudes great or small, *his* needs unique or commonplace, shall be the determinants of *his* plan of secondary education.
2. The standard of accomplishment of the high school should be in terms of the full devel-



opment of boys and girls, as human beings, with leisure time to spend, with citizenship duties to perform, with vocations to decide upon, prepare for, and succeed in, with educational plans to make; and with emotions to stabilize, social instincts to direct, mental powers to train, health to conserve.

3. Boys and girls differ, one from another, in abilities, aptitudes, interests, ambitions, and needs; therefore, no one inflexible standard of success applies to all of them. But it is the positive duty of the high school to set tasks for each student at which *it is possible for him to succeed*.
4. A guidance service is needed that shall be responsible for *assuring* individual consideration to all students of all schools. That service is advisory, not administrative, and focuses attention upon students one by one. Out of its critical study of the problems of individual boys and girls, however, it makes suggestions for modifications in the school and community environment which cater to the best interests of the students of the school.
5. All young people need help in solving life's complex problems. Therefore, an adequate guidance service functions not only for so-called problem stu-

dents in need of corrective service, but for all students who have reached a time of choosing, who are about to make decisions between courses, subjects, schools, clubs, teams, jobs, and so forth. It is essentially preventive and constructive in its activity, *anticipating crises* by aiding students in making purposeful choices and in *learning how to make them*.

6. Inasmuch as wise purposeful choosing depends upon having facts as well as upon interpreting them for individuals, it is necessary for the high school systematically to equip itself with information of a kind which relates its processes to the social and economic changes that have taken and will take place. The following five types of information suggest a minimum accumulation for a school:

#### I. Information about the individual pupils of the high school.

If students are to be guided to the various courses, schools, colleges, and vocations to which their capacities and interests point, it is necessary to identify those capacities and interests. All the obtainable significant facts about individual students, therefore, are needed.

## II. Information about educational opportunities of interest to individual students. This information falls naturally into two classes.

### 1. Within the school.

It is useless to talk about a student's *choice* of a school program unless he has an authentic picture of the school's total offerings. Special courses, coaching facilities, scholarship possibilities, opportunities for service to the school, relief facilities, clubs and athletic activities, employment assistance — these and more types of information concerning the school must, to be effective, result from continued gathering of such information and personal contact with the activities. The mere listing of such resources is not what is referred to, but rather a knowledge and understanding of each resource which makes evaluation of it for each boy and girl a reality.

### 2. Beyond the school.

It is equally useless to talk about educational guidance unless significant information about the means of education—by which we do not mean college exclusively—is ready to hand.

Reliable up-to-date educational information means organized data about colleges, to be sure, but also, and of equal importance, about apprenticeships, trade schools, business schools, private schools, technical schools, professional schools, graduate courses, and adult education in its many forms.

Discussions regarding future education are too often made on the basis of inadequate information so that they cannot properly be called choices at all, inasmuch as intelligent choosing implies the rejection of all other reasonable alternatives after due consideration.

## III. Information about vocations.

Secretary of the Interior Harold L. Ickes said recently, "The guidance of youth into occupational training which accords not only with the individual's aptitudes and interests, but also with opportunities for employment as they exist in modern industrial life, is one of the most important responsibilities of the schools of a country." If we agree with that statement it is essential that we obtain information not only concerning the individual and the avenues of educa-



tion, but also concerning "opportunities for employment as they exist in modern industrial life".

The obtaining of accurate vocational information does not end with the accumulation of detailed occupational studies, but extends to keeping up-to-date on modern vocational life with respect to its demands upon individual workers, and its trends insofar as they are obtainable and ascertainable. It is an absolute necessity for every high school to have on hand as reliable data as possible concerning occupational life and occupational facilities. More often than not an educational plan is dependent upon the educational requirements for entrance to or progress in an occupation. Students can hardly plan their secondary and higher education purposefully without consideration of the facts of vocational life. To consider such facts implies having the facts.

#### IV. Complete information concerning the resources of the community.

Inasmuch as the high school constitutes but one type of social agency it is frequently necessary to supplement its services to students. The doors of the school must

therefore lead out, as it were, not only to further schooling and occupations but to every agency that can contribute to a pupil's development. The maintenance of coöperative relations with recreational agencies, child-caring institutions, hospitals, mental hygiene clinics, speech clinics, psychological testing bureaus, business houses, industrial plants, chambers of commerce, museums, libraries, research organizations, sheltered work shops, relief societies, summer camps, to mention the most obvious, is a *sine qua non* of guidance service.

7. Guidance service does not "prescribe", but aims at the progressive ability of individuals to guide themselves. The assistance that guidance provides is to point out the significance of alternate courses of action, leaving decision to the individual under counsel.

8. Guidance performs a coördinating service for individual students, bringing as many of their interests as necessary into harmony with each other. It can only theoretically be divided into vocational, educational, recreational, social, and other types. The counseling of an individual with respect to any one of these aspects of life usually involves considera-

tion of the others. Vocational guidance, for example, cannot be given apart from educational guidance, inasmuch as the preparation for the vocation involves an educational plan. It also includes placement, for after the occupation has been chosen and prepared for, help must be given in securing a foothold in it. Guidance is therefore a many-sided service, which takes into account the whole student, relating his specific or immediate problem to his total situation.

9. (a) Guidance is a distinctly co-operative enterprise among all members of the school faculty; it cannot function well unless there is identity of underlying educational philosophy and of broad guidance principles among teachers, administrators, and counselors alike. It would be useless to imagine that a handful of counselors can carry on or carry out a service that aims at the development of individuals through purposeful planning without the fullest kind of participation by every administrator and teacher of the school. Guidance, to be effective, must be more than a purple patch. It must be an integral part of the high school organization, closely coördinated with, though distinct from administration, supervision, and instruction. Functionally it

dovetails with all other agencies and activities in the school. But it always brings its peculiar point of view—insistence upon the interests of individual boys and girls—to bear upon every problem.

(b) Likewise, guidance is a co-operative venture between the community and the school, bringing together for the benefit of students under counsel all potentially helpful agents in the community. How can that integration of personality upon which each individual's fullest development depends be accomplished without genuine coöperation among the major agents concerned with the student? The considerations habitual with a guidance service are not hedged in by the four walls of the school, because counselors see clearly the interrelatedness of boys' and girls' lives as lived inside and outside of school. Hence, guidance stands in the same coöperative relationship to the school door as it does to the school community beyond the guidance office door.

10. Although the essential tool of guidance is the personal interview, certain types of guidance lend themselves to group handling. The coöperation of a large faculty is especially helpful in connection with group methods of guidance. Official



class teachers have opportunities, for example, to conduct discussions on subjects not, for the most part, sufficiently emphasized in the high school curriculum, but of major importance to high school boys and girls. Much needs to be done, no doubt, in all schools in orienting freshman students to a new situation. Individual and group guidance need reinforcement from each other in serving such groups. In many New York City schools deans and advisers handle both types of guidance, but the sheer weight of numbers makes it impossible for them to cover the needs of any school in this respect. It is through a process of decentralization of the guidance function providing for group guidance by a majority of the faculty that the problem is to be solved.

11. The distinction must be made between guidance as an idea and guidance as a function. Guidance in the former sense may and should permeate the whole of the school process. Guidance in the latter sense is a specialized service. The guidance function is placed in the hands of particular individuals whose responsibility it is to bring the guidance idea, which in broad terms is nothing more nor less than the idea that students are individuals with in-

dividual differences, to every teacher and administrator on the faculty, and to make that idea function in classroom and clubroom, in laboratory and shop.

Until to all the students of the school—of high and low I. Q. alike, able-bodied and crippled, socially low and high, ambitious and lazy, good and bad, professional and industrial in interests—until to one and all is granted the opportunity under skilled direction to evaluate his particular educational needs in the light of his entire personality make-up—until that time guidance as a service functioning for all does not exist.

12. Guidance as a service has developed standards and procedures that require the undivided time, attention, skills, and energies of counselors. It deserves as systematic treatment as teaching.

Professor William M. Proctor of Stanford University, California, says in this connection:

"While all teachers no doubt perform certain guidance functions, there are certain guidance services which can be effectively rendered only by persons trained along those lines of specialization. This is particularly true in the field of diagnosis—involving knowledge and interpretation of tests, interest

inventories, and personality scales—and also in the field of vocational guidance—involving specialized knowledge of occupations, occupational trends, and the individual interests and abilities involved in the successful achievement of a given life-career aim. There is reason for the demand that all teachers should have a certain amount of training in the technique and skills of guidance, but there is much more reason for the demand

that those who render specialized services should have training proportioned to the responsibilities involved."

Here are a round dozen statements on which a counselor invites discussion by her fellow workers in the field of advisory work in New York City's high schools. If they are not acceptable, let us revise them. If they are acceptable, why don't we get action on them for the sake of New York City's boys and girls?

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## MATERIAL FOUNDATIONS FOR COMMERCIAL EDUCATION

SEVERAL unrelated and threatening factors have entered the field of commercial education in the secondary schools which may ultimately involve tremendous administrative and curriculum changes. Some of these factors have long troubled the progressive thinkers among the commercial educators. Some of them are as fresh as the newer groups of secondary school entrants. Some factors have been neglected merely because it was easier to neglect them than to face them.

Commercial education, by and large, has been handicapped for a decade or two by a justifiable reaction to the original group of

academic men without practical experience who staffed our commercial departments. By way of antithesis, we are now overwhelmingly staffed with extremely practical accountants and stenographers who, for all their intrinsic virtues, are not adding to the commercial curriculum the philosophical and cultural breadth and attitude of the academically trained. A synthesis of both viewpoints, the philosophical and the practical, obtains, in fact, only in a minority of commercial educators on the college level. It is unfortunate because the absence of a predominant body, holding such a combined view, has, for example, resulted in



the astounding lack of basic science courses in the usual commercial curriculum, despite the significance of science in life, and in most industrial and commercial processes. We have substituted for the basic sciences those "sciences" known broadly as commercial sciences,—marketing, economics, salesmanship, and other rather elusive studies. Occasionally "general science" is offered. But the general "cultural" situation remains the same. The time is now ripe for a renaissance of the "cultural", the broader, the more significant training for commercial students and the relegating of the narrow, vocational training to its proper place.

The time is now ripe for such a realignment of commercial education because:

1. The present commercial curriculum is in distress. It is too fixed to adapt itself to a changing business situation. Where it has become more flexible it has rushed to "merchandising",—a course still lacking in philosophy and direction. It does not foresee and provide.

2. The poor student is becoming an infinitely more complicated problem in commercial education,—the field into which he ultimately is dumped.

3. There are philosophies abroad that are going to acquire momentum with every year because they reach deeply into the practical situation. We cannot afford

to neglect *consumer education* and *multiple vocational training*, for example.

Let us analyze, now, the large body of disturbing factors, which, interest though they may the general educator, are especially significant to the commercial educator.

#### 1. *The Present Curriculum:*

Comparatively few commercial educators in this country have envisaged the significance of training for the *whole* field of business. The conservative commercial educator has his brand of trivium of commercial training,—typing, shorthand and bookkeeping. The liberal adds merchandising and thus creates the modern quadrivium. These courses represent the traditionally proved ways of getting into the business world. They represent teachable commodities, quite thoroughly organized, and even accepted by some of the business world as basic training for participation in economic activities. Anything else is not up the commercial educator's "alley".

Bookkeeping, shorthand and typing are so thoroughly organized and fixed that further discussion can only be supererogatory. The fourth course, still in the incubula stage, requires a few words.

*Merchandising.* Throughout the country, courses in the general field of merchandising are now given. The stress is laid, however, on one or another course in

this broad field which embraces a study of textiles, non-textiles, selling, retail store operation, buying, advertising, and marketing. The courses chosen are made more or less dependent on the core course which happens to represent the philosophy of those who institute merchandising.

In some schools, *Salesmanship* is believed to be the core course and, consequently, other courses are related to it. The theory is obvious. The young man or young woman, upon leaving high school, may obtain a selling job. He will need to know the psychology of selling, selling practices and routines, and the elements of good personality. In addition, a course may be given to these people in advertising and another in marketing. The advertising course will embody the principles that extend the knowledge of selling principles to the written word. In marketing courses, the student will be made familiar with the avenues of distribution and the economic laws that are related to selling and buying. The best of the marketing courses on the high school level are kaleidoscopic in their nature and tend to present a broad view of the economic system in which the student will eventually function.

The second type of salesmanship course given by the large group of schools in the United States strikes this keynote: Every student

who goes out into the business world needs salesmanship. A trite expression of this philosophy is summed up in "You have to sell yourself." Were it not for the fact that there are a good many students who do not find a place in their chosen commercial activity and a knowledge of salesmanship gives such students enough courage to try to get a job in the selling field, it would be an error to devote a term's work to learning to sell one's services. This type of salesmanship course is a satellite of the accounting department or the stenography department or of the general commercial department.

A third type of course in this field, frequently known as the *Merchandising* course, adopts as its purpose the preparation of students for the field of retail selling. The core course is retailing, which in turn, is implemented with a course in retail selling and buying, advertising and marketing. Such courses frequently offer, in addition, a term's work in textiles and a term in non-textiles, the latter a misnomer for varied information on furniture, glassware, china, rubber, precious stones, and so on.

Because of inadequate nomenclature, it would seem that the courses in "merchandising" offered throughout the country have infinite variations. A year is sometimes devoted to retailing, a full term to retail buying, a full year



to marketing, a full year to textiles, with other furbelows supplied by local educational superstition.

Whereas there seems to be the semblance of an integrated philosophy in the courses offered above, there seems to be nothing more than confusion in the courses enumerated below. For example, in some schools advertising is given for one year, following a course in textiles, non-textiles, retail selling and wholesale selling which covers two years. In some schools students are at liberty to select (or grade advisers select for them) a year of textiles and non-textiles as part of *any* commercial curriculum in a four year commercial high school. Some schools devote a year to wholesale selling, half a year to retail selling, half a year to retailing and half a year to marketing.

Ill-advised and unintegrated sequences of the above type are more likely to harm commercial education in general and merchandising specifically, than to help either. They represent a serious factor in any discussion.

By and large, we may safely say that the courses composing "merchandising" are not sufficiently clear cut and thought out. There is an unjustifiable amount of overlapping in the two courses that deal with salesmanship, retail selling and wholesale selling, when they are given as two units. There

is unnecessary overlapping in the courses of retailing and marketing, and often in retailing and retail selling. A full three year course tends to become excessively repetitious.

The difficulties in the present situation are to be ascribed to: 1. The tendency on the part of authorities to push failures chiefly into the work. 2. The absence of a well-formulated philosophy. 3. The rapid and sporadic expansion of the field during the last two years or so because of the increasingly complicated commercial education situation. 4. The poorly trained teachers in the field,—usually a teacher drafted from an entirely different subject. (We shall soon see that the merchandising teacher cannot be merely a teacher of commercial subjects.) 5. The subjection of "merchandising" to the stenography or accounting departments,—a serious error from every angle. It might as well be a branch of the mathematics department or economics department.

2. *The Business Situation and Commercial Education:* Despite all our hopes and the hopes of our students, we need to develop something to absorb the thousands of young people who will *not* be able to get jobs in stenography, typing and bookkeeping, their chosen courses. The increase of students in commercial courses is out of all

proportion to the needs of commerce for workers of that type.

In fact, bookkeeping machines are rapidly displacing bookkeepers and remodeling the bookkeeping practices to a point where a good deal of our training is in the nature of disciplinary training, a kind of commercial Latin. Bookkeeping and Stenography are no longer the reliable avenues of entrance into business because the business structure is approaching industrial specialization. The selling field, however, has never been fully exploited by our school system. Large and small stores have had to rely on unskilled help. The large stores have given a more or less adequate training to their young people. The small store has neglected their training. The failure to train young people in this field can be chalked up to the ultra-conservativeness of commercial educators. But aside from this aspect, what can progressive commercial educators do to develop a broader base for commercial studies, a base that provides enough information and skills so that the student will be equipped, in part, for the multiplicity of jobs that business specialization is preparing for the products of our narrow trivium and quadrivium?

3. *"Cultural" Backgrounds of Business Education:* The wholeness of any course is lost when it does not possess a "cultural" significance and motivation

for young people. Life is still not work *only* to them. We need to broaden business education in order to give our young people a real cultural grounding in the materials of business. Our young people will not work in "business" per se. They are going to work in the *world*, the world that deals in material things, — shoes, hats, woolens, tires, china, gold, enamelled wares and what not. Are we training them for that *world* or for a dingy office? Are we motivating them to enjoy living in that *world* when we confine their exercise to a typewriter and ledger? Yes, we give our business students, occasionally, economic geography and business training, but the broad, genuine grounding in the materials of business we rarely give them. Culture in its finest sense is still a rarity in business training in the secondary schools.

4. *Consumer Education:* At this late date in the history of commercial education some cerebration is being devoted to the problem of training those sacred charges who have thus far been drilled well to manage the affairs of others, how to manage and understand their own affairs. Commercial educators are now aware that the technical training offered by the commercial curriculum does not, in the long run, provide as much equipment for living as does the academic course, which has been held up to scorn by so many



as failing to fit the student for business of life. Has the average commercial student been trained to consume wisely the goods of life? Has the academic student? We might pause to reflect.

Consumer education may be interpreted broadly or narrowly. It may mean training to buy wisely or it may mean training of a nature to make the student understand the complex whole that goes into the present day distribution and consumption of goods. It may be one course or many courses. Fundamentally, however, we must recognize that preparation for intelligent consumption of the materials produced and distributed by industry and commerce is a function of commercial education and that adequate preparation must at least demand some course toward the end. And isn't the secondary school the place where such teaching should begin, since it is at this time that the adolescent is conscious of "things", such as clothing, furniture, decoration?

Aren't "things" a marvelous motivation at this period of his or her development?

5. *The Poor Student.* As child labor laws tighten up and economic conditions change, the age at which profitable employment can be obtained is being pushed ahead. The boy of fifteen can rarely secure employment these days. The young people who dislike school are forced to attend school. Age, not

receptivity, is the criterion of compulsory education laws. The result is the overcrowding of the secondary schools with young men and women who have no interest in the traditional courses or who are, very often, incapable of doing passing work in the traditional courses even when their interest has been aroused. Although incontrovertible proof that these students are absolutely incapable of doing the standard work is not available, the experience of the average teacher indicates that some young people are totally unsuited to the specific job for which training is being given.

The policy within recent years has been to reduce the standards to meet the lower type of student. Some may point with pride to the higher passing mark of today. It indicates nothing. Despite the artificial raising of the passing mark from 60 to 65 it is a well-established fact that a corresponding rise in scholarship has not been noted. The marking system, the testing system and the teaching have been adapted to the 65. Where the problem has become especially acute,—where the standards of a class or a course have been seriously threatened, many questionable devices have received recognition. For example, in some schools the failing academic students have been advised to try commercial courses. Such a student might find his way into a book-

keeping class. When he shows signs of being a hopeless failure in bookkeeping, he is transferred to stenography or to merchandising. Failing in one of those fields, some students are transferred to technical courses, industrial arts courses, arts and crafts courses, and agricultural courses. The problem persists. Let no one make the mistake of thinking that this form of experimentation is being denounced. Far from it. With proper observation and statistical information these experiments can be made to yield a world of important material of diagnostic value. Unfortunately, the experimentation is not sufficiently well organized to yield us this information on any near occasion. Unfortunately, also, too many teachers of such groups accept their function as of disciplinary nature. "I've got to keep them quiet."

Is there a concrete solution that may be found for the handling of the poor student in the field of commercial subjects? Have commercial educators anything to offer to these young people?

6. *The Academic Student:* One of the most pathetic remnants of bygone days is the distinction that exists in the minds of many teachers between academic training and commercial training. Even students have been made to continue the threadbare tradition that an academic training entitles one to a

higher rank in society, that it is for the bright, and that therefore every one who takes such a course is bright and those who do not are not quite so bright. That the bars between these two courses have a tendency to make for considerable educational unhappiness, a great deal of false classification, and even some miseducation, is almost apparent at first sight. Is it not quite likely that business education has something to contribute to the *practical business* of living that is sometimes missed in academic education? Or is it possible that commercial education is lacking something that academic education will satisfy? Shall the commercial educator say that academic students will live in a world apart from the business world and will never find need to have contact with it? Or has he something to offer to all students?

7. *Educating for Business in an Unstable Era:* We do not find fault with the skill equipment being offered to bookkeeping, typing and stenography students. We do find fault with the policy of equipping young people for one field only. No business student is equipped to go out into the unstable economic world of today if he has only one job to rely upon. Exigency requires that he be so equipped that he will fit into two or possibly three classes of jobs. Then he will not consider himself a failure if he does not succeed in



the one chosen field. The business student should acquire an all around training in various fields so that he will not only profit from their fundamental interrelationship culturally, but be truly equipped to adapt himself to the needs of the economic system at his graduation.

8. *Basic Science and Commercial Education.* A most amazing situation exists in secondary school commercial curricula. Here we are in a world remolded by science. Our young people are going to work in the very world that is thriving by the development of science. Aren't they entitled to obtain at least one course in applied physics and chemistry? Oughtn't they be a little acquainted with the noblest of human contributions to their material welfare, with those contributions which often make their jobs possible? How is it that commercial educators have overlooked the significance of science for business?

*A Common Denominator.* Before continuing to a solution, let us collect these diverse factors.

1. How are we to train the thousands of young business students who cannot be absorbed by an increasingly specializing business world as bookkeepers, stenographers and typists?
2. What cultural background can we give to our business students that will be the equivalent for business students that

the rounded academic training is for professional students? (Shall we train for an office only or for the business world?)

3. What is commercial education doing about the rising demand for consumer training, a field within its compass?
4. What is commercial education doing to solve the problems raised by the influx of students that will make a living in the business world and yet are not receptive to the trivium?
5. Is it true that there is nothing that the business education world has to offer the academic student? Is the separation justifiable?
6. How is the business educator to be exonerated of the crime of sending out a student into a difficult world trained in one business subject, or even two, when adequate training on a broader base, equipping the student for a wider field, is possible?
7. Are we justified in the omission of science from commercial education?

That these heterogenous problems cannot be solved by one method is a concession that the writer will be only too glad to make. And quickly! That they may have a possible common denominator, however, seems just a

little this side of witchcraft. Let us try.

Let us say, temporarily, that a possible common denominator is a course, which, in the absence of a better term, we shall name a *Material Foundations* course. Let us say, temporarily, that this course will be composed of the following elements:

1. Those *material* foundations of modern civilization which constitute the *framework* and *content* of business. Business with a capital *B* does not really exist, but a textile business, a tire business, a steel business, a furniture business does exist. Whoever goes out into the business world will not work for *Business* but for a business. Train him to know the materials produced by these businesses, so that he will understand his business world, not his little office.
2. The characteristics, methods of judging, testing and selling the materials of modern life. The purpose is to prepare broadly for intelligent consumption (consumer education) and intelligent salesmanship, without laying claim to producing good salespeople. It will produce better bookkeepers and stenographers, too.
3. The applied science that makes possible the materials of modern life.

Now, to specifics. 1. Exactly what shall be studied in this course? 2. In what way does it become the common denominator of commercial education?

1. *What shall this course consist of?* A *Material Foundations* course should consist of one year's work in the following:

1. Textile fabrics of all types, their history, geography, nomenclature, use, etc.
2. Fur and fur products, (ditto)
3. Leather and leather products (ditto)
4. Wood and wood products (ditto)
5. The common metals and their products and alloys (ditto)
6. The precious metals and their products (ditto)
7. Oils and their products (ditto)
8. Paints and varnishes and their products (ditto)
9. Foods (ditto)
10. Precious stones and their products (ditto)
11. China and its products (ditto)
12. Glass and its products (ditto)
13. Plated wares and enamelled wares, and perhaps
14. Cosmetics (in the broadest sense)
15. Testing procedures and methods of judging the above.

This does not imply an inten-



sive study of each product, as would be required of the trained engineer, but enough training to make the improved consumer, the improved potential bookkeeper and a stenographer in any such business, and the improved salesperson in any of these fields. Not only should this course be planned to give greater understanding of the very practical aspects of the world in which these young people are to work but it should provide them with practical information on the most material aspects of their happiness. Does the student who will, during his working life, spend in the vicinity of \$50,000 on goods deserve some training on the proper management of that sum? Does the student who will eventually work in a *definite* business deserve some practical knowledge of that business and related businesses? Is the commercial student entitled to his cultural background as is the academic? If the reply in each case is in the affirmative there is reason to give the *Material Foundations* course another thought.

2. *How will it serve as the common denominator?* A *Material Foundations* course is based on so primary an adolescent interest that in itself it is all the motivation that is required for the course. The young men and the young women of high school age are interested in "things", specific "things", that they wear, see, handle and hope

to own in the future. Using "things" as the motivating force, they can be interested for a long enough period of time to become serious in appreciating the significance of "things". "Things" are right here on earth. Young people can see the immediate value of all this information. They can begin to practise what they learn with remarkable immediateness, perhaps on the way home from school.

The poor student and the good student have this much in common. They are consumers. The commercial student and the academic student have this factor in common, too. All should profit by learning of the *Material Foundations* of their civilization, how to use those *Material Foundations* to make life richer, fuller and broader. No one dares deny the significance of the spiritual aspects of our education, but in a complicated material civilization it is sheer folly to wave the material away with a "They'll get that by experience."

To sum up:

1. An increasingly specializing business world cannot absorb our bookkeepers and stenographers, but it can absorb those broadly trained in the *Material Foundations* of business in hundreds of small jobs.
2. A rounded commercial education can be produced only

by a *Material Foundations* course as broad as business itself, for it is the cultural background of business training.

3. The finest equipment for intelligent consumption (consumer education) can be given in a well-constructed course on *Material Foundations*. It would mark a distinct advance in our whole educational structure.
  4. The poorest student, financially and mentally, uses, in his daily life, the materials in a *Material Foundations* course. His motivation is complete. In addition, he fits himself for a minor job in the world that makes and distributes the *Material Foundations* of our existence.
  5. The *academic* student is a consumer. Commercial education has this contribution to make towards a better life for all.
  6. In the treatment of the *Material Foundations* of modern life we have a marvelous opportunity to bring in the significance of science, the woe-ful lack of which ought not characterize commercial students of the future as it has those of the past.
- Material Foundations and Commercial Education.* That this course is offered as a backbone course or core course of the commercial cur-

riculum seems obvious. Any course that serves as a common denominator deserves such a position. That it must be related to the rest of the present commercial curriculum is the problem to be considered now.

From the *Material Foundations* course might branch off the following:

1. The standard stenography and typing courses.
2. The standard bookkeeping and accounting courses.
3. The selling course.
4. The advertising and marketing course.
5. A business practices course for below average students who cannot succeed in any of the other fields, but who may find a place in the business world in a minor capacity, as operators of one of the business machines, let us say.
6. A consumer course for the use of those students who would become specialists in certain aspects of buying. This course will be discussed at greater length in a future issue.

Such re-organization would not involve a change beyond one of an administrative nature. The contents of the specialized courses would remain undisturbed.

*End Results.* Any discussion of end results is so much in the nature of prophecy or wish-fulfillment that we ask these words to



be accepted only as indicative of aims. This revision in the basic formula of commercial education should provide the educational field with these situations:

1. *A new type of motivation.*

There are groups of students who cannot be motivated by anything but the tangible realities that confront them as they move around in their little world of "things". Their curiosity rarely gets beyond these "things" and they come to understand the significance of economics and bookkeeping and English only in terms of the tangible things which they handle daily. These "things" are the bedrock of living experiences. They are specific, not abstract.

2. *A better prepared commercial student.*

Commercial education cannot content itself with turning out bookkeepers and stenographers and salespeople. Those young people are not whole people, *integrated* people, if they are unintelligent cogs in any given business. It is important that they know the business and its goods, that they know something about the manufacture of their goods, and their place in the goods economy.

3. *Retarded students.* Because of the nature of the course, it is suited to the weaker student. A study of manufacturing

processes may help him because there is a great likelihood that the retarded young people will eventually find their way into factories. Of all people, the retarded student is usually the very one to need *consumer* instruction. His income will probably be small and he must learn to spend it as wisely as possible and to derive a maximum from his set of circumstances.

4. *Consumer education.* Time will prove that, economically, such a course will repay itself in a better goods economy and more satisfied and intelligent consumption.

*The Problem of Teachers.* The problem of teachers is serious. At present there are few commercial teachers who are capable of giving a good *Material Foundations* course. By and large, commercial teachers have received a strictly commercial training that did not include physics and chemistry, two essential pre-requisites in a teacher who is to give a valuable *Material Foundations* course. The field, however, is not without available men who need a little re-training to become ideal teachers of any basic commercial consumer course. A teacher who has been graduated from a college that required a year of physics and a year of chemistry ought to qualify, provided that he has obtained training in the fields of economics, marketing,

industrial processes, and the major business practices. It is a known fact that regardless of the intelligence of a curriculum it is only as good as those who teach it. There may be a core of available teachers in the schools at present. This core can be employed in the development of the subject until the days when the curriculum has definitely been settled and agreed upon.

*Is a Material Foundations Course being given anywhere?* In the fullest sense of this article, no

such course is being given anywhere. A fillip to this type of course, however, has been given by Newtown High School, where the basic first year course in merchandising is almost a *Material Foundations* course. The author of this article has found the course eminently successful in the respects he has pointed out. It has inspired his belief in the ultimate need for such basic background training wherever commercial work is given.

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## PERSONALITY INTEGRATION VIA HOME-MAKING

IN a day when educational trends are emphasizing more and more the integrated personality, teachers of all subjects are faced with the urgency of adapting their courses and approach to a new ideal. In the past, the academic subjects have contented themselves with the injection of a factual curriculum accompanying a training that tended to be more or less technical. In the past, such subjects as Home-Making have also tried to follow the lead of the older and more established departments. But times and emphasis have changed. The newer trends in education are away from the formalized curriculum and course of study and toward a general integration. This

may take several forms. There may be integration within the subject matter, such as that used in the system of units of work. There may be the form of integration that crosses subject-matter lines, as occurs in the allied sciences, for example, bio-chemistry or astrophysics, or as in courses in the economic interpretation of history or literature. There may also be the form of integration of the school and the home, of the practical knowledges and practices of the classroom and the problems of daily living. Teachers of all subjects have been facing these attempts at integration in various ways and with varying degrees of success.



The Home-Making department has tried to accept its share of the new responsibility—not that of the “totalitarian state”, but that of the “totalitarian child.” It is for this reason that, at Evander Childs High School, the aim of our Home-Making department is to provide the type of training which will be practical for the homes today. Our work is based on the assumption that girls will be living in a new type of home, i. e. a small apartment. In addition to managing this home, many girls will be going out into the business world and helping to ease the financial burden involved in the maintenance of that home. Because of this situation, it is important that the emphasis be shifted from the older ideals of cooking and sewing to those involving more intelligent “consumption” of current labor-saving devices and products.

It is important for our girl to know how to buy things that make a dollar yield one hundred cents. She must understand how to prepare meals in the shortest possible time with the least cost of money and energy, and at the same time keep her family well-nourished. In the crowded and unattractive quarters found in many large city communities, young people often think it necessary to receive their friends on the streets. There is no need to discuss the evils attending this type of social life! Under such conditions, a decent

standard is difficult, and the successful homemaker must know how to entertain and keep her young people off the streets. To do this with the least effort and the smallest expense, yet give the greatest possible happiness to her family, is one of the problems which we endeavor to face in our home-making classes. For we do not forget that a happy family is one in which all share not only its sorrows but also its pleasures. We hope to train our students in the making of a beautiful home and living happily in it.

In the cooking course of our department, food preparation and food preservation are taught in their relation to the problems of menu-making and marketing. This work divides itself into three divisions: the effect of proper preparation on the nutritive value of foods rich in proteins, starch, sugars, fats, minerals, and vitamins; a study of the most efficient labor-saving devices and aids to housekeeping; and the planning of the day's work or time budget.

In the social aspect of the work, we remember that in order to be a good hostess, it is necessary for the girl to have a good background. For this reason, wherever possible within the limits of the forty minute periods, we aim to teach the girl the right social and table manners, by having her plan, serve, and actually eat a meal. All our work is planned in units with the

meal as its central point. To carry this realistic setting further, the school has provided a model apartment. Here the girl is given an opportunity to practice the principles of home-making among her classmates and faculty friends. For this purpose, a Hostess Club (an extra curricular activity) composed of department students, has been organized to give parties for groups of students whom the principal “delights to honor.” Here one is served by the girls who are recognized as the school's official hostesses. Thus it is hoped that by the time the girl is graduated she will have acquired sufficient ease of manner, properly to take her place in the social life of the community. In spite of the labor and time involved, the club is very popular and there is always a waiting list.

In the sewing course of our department, we find that it is imperative for the girl to learn in school what intelligent purchasing means. She must have a knowledge of textile fibers, their characteristics, adulteration, uses, and laundering. She must have a knowledge of materials, standards, qualities, widths, prices, and durability. She must know something of the clothing budget and its relations to the whole budget. She must understand the general care and repair of clothing, as well as the ordinary cleaning, mending, pressing and removal of stains from her winter

and summer wardrobe. She must know how to choose her clothes so as to be able to decide when it is wiser to buy ready-made things, and when the home-made garment is best. Thus, the actual sewing is a part of the larger function of the textile arts course.

The contribution our department attempts to make is indicated in its “Home-Making.” In spite of various rumblings to the contrary, it seems fairly indisputable that the family is the structural unit of society and that the home is one of its most potent integrating factors. Since we all have some family connections, even if remote, and since all of us live in buildings which we tend to call home, we are all faced with the problem of making our lives there healthy and comfortable. How shall we go about this? Shall we teach our students the nutritious and palatable preparation of food? That has been shown above to be elementally necessary. Shall we teach our students a sensible and attractive creation of a wardrobe? That also has seemed to be vital. Shall we teach our students an artistic handicraft for utility and beauty? Many have thought it wise. Moreover, shall we try to integrate ourselves with our surroundings, psychologically as well as physically, socially as well as merely practically? The answer to this last is our course in Personal Regimen.

Acting on the theory that lectur-



ing by teachers and adults is not the best possible way of influencing permanently the lives of young people, this course attempts to have the girls help themselves and each other in coöperative projects. We begin the term by requesting that each student write an analysis of herself, drawing attention to her greatest assets and worst liabilities, and to what she attributes them. These analyses are then discussed anonymously in class with the avowed purpose of strengthening the assets and, wherever possible, converting the liabilities into assets. The class is extremely helpful, and the suggestions made by the students are invariably better received than if made by the teacher. Occasionally one finds a girl with a love for the dramatic, who paints a vivid picture. It is surprising how quick the class is to discern this, and to see how little patience or sympathy they show for it. In all cases, the discussion is lively and is followed by a private conference between the teacher and the student. Many and varied are the problems presented as the students really seem eager to be helped, and are, in return, anxious to coöperate in each other's difficulties.

Two examples will illustrate what I mean. Anne.....was one of our students several terms ago. She possessed a mouse-like personality. She had no friends. she was under-nourished, undersized and was generally ill-favored

because of her sallow complexion and the "acned" condition of her skin. Her clothes were generally of good quality but invariably of a color and style which exaggerated her own greenish coloring and made her appear even more insignificant than necessary. In the classroom, she never volunteered a comment. When called upon, she showed a degree of intelligence not at all in keeping with her general appearance. Her record card showed her to be an honor student. When her other teachers were questioned about her, all of them commented on her nondescript personality. Most of them thought that her good grades were due to the fact that she was a "grind."

In her analysis of herself, the girl wrote that she was an only child of college-bred parents, that she had a good home, that a father was a personnel manager in a very large organization. She stated that her mother was a very attractive woman physically and socially. The father was very brilliant, and thought her too opinionated and too talkative. No one in Evander thought that! Her father frequently reminded her of the fact that she might be bright in school and yet know nothing. This girl who never opened her mouth unless forced to, gave as her worst liability her talkativeness; her greatest asset her fine home and thoughtful parents. I later met the mother. She was, as her daughter

had said, attractive, well-dressed and charming. She did not think anything could charge Anne's appearance from that of the "ugly duckling," but I do not believe she had ever made an intelligent attempt to do so. She said further that the father was a very busy man quite spent at the end of the day, and that she made every effort not to antagonize him by difference of opinion. Anne found this difficult and as a result did not get along with her father. Because Anne really respected her father's opinion, she was developing a bit of an inferiority complex.

The first thing we did was to suggest that Anne go into the sewing class. Anne was not good with the needle, but, as a Senior, she was permitted to make what she wanted. The sewing teacher set her to work making attractive neckwear. Before long, the Nile green frock was relieved at the neck by something soft and colorful. The next dresses she bought were selected with the idea of bringing out the fine glints of brown in her hair and eyes. In an effort to express her personality, she began to pay attention to line and style in her clothes and to harmonize her accessories. At the same she was beginning to take an active interest in our Hostess Club. One of her first acts was to pour tea in her lap instead of the cup. She once handed the principal a cup of tea without a plate or spoon! Any

possible social life at home had evidently not included her. By degrees, she adjusted herself so that she overcame her timidity and enjoyed her new social life with its new friends. She graduated from Evander with the highest honors of the class, winning a four year scholarship to .....college. Report has it that she is a social as well as an intellectual success at college. Her's is almost a "believe it or not" story, and her classmates made it come true.

Another case is that of a girl who had been voted the prettiest girl in the class. She was at no pains to hide this, and wrote in such a way that every one recognized her. She was a Senior, poor in her work, and unpopular with her teachers. The class did not like the way she presented her case, and they told her so bluntly. Some called her "pretty but dumb;" others said that she was not really "dumb," for they remembered that, as a younger girl, she was considered quite bright. They told her other disagreeable truths. She was intelligent enough to listen attentively, and, in fact, acted as though she appreciated the criticism.

That term one of the large beauty salons sent us a representative to talk to the girls about the "Use and Misuse of Make-up." This woman, a countess, had had nursing training during the war, and was a woman of great personal charm. Out of a group of about



two hundred, the Countess chose Ruth as a good person for demonstration. Ruth was, of course, delighted at the chance. The first thing this expert did was to wash Ruth's face. The next thing was to comb back the bangs that had given the girl such a stupid look. She then pointed out Ruth's naturally intelligent features, suggesting that she could go far if she developed that side of her personality instead of trying to look like a cheap imitation of a movie actress. This was directly in line with the criticism the class had already made. Whether or not Ruth liked this criticism no one knows, but she evidently took it to heart, because her appearance improved and her work took an upward turn. The emphasis upon a more intelligent approach to her daily living included successful achievement as well. One need hardly add that all this took a great deal of private bolstering of Ruth's morale, in which members of the class and of the club helped.

This was an entirely different case from the home problem presented by Anne. Each individual has her own problem growing out of her own peculiar needs, yet most of these are sufficiently alike to be helped by this kind of work.

The Personal Regimen classes try to help the girl to make the most of her innate capacities, with particular emphasis on the following aspects:

1. Physical—by means of a study of Health, "Life's greatest asset," and its relation to The food one eats, how, when and where; The clothes one wears, and those one should wear, how, when and where; The work one does; The relation to our family; Our standards of living—budgeting of time and money; The effect of health on personality; The effect of health on the community; Our obligation to *maintain vigorous health individually and in the community.*
2. Intellectual—by means of a study of Education, "The Great Investment" Purposes, opportunities, and so forth. Goals of education Choice of a career Effect on success Effect on standards of living Effect on the use of leisure and human relations Our obligation to *pay for the community's "Great Investment"*
3. Social — Manners and right living

Family relationships—sharing joys as well as sorrows Standards of living The worthy use of leisure The things one does, how, when, and where The things one does not do. Why? Being a Host, Hostess, or guest

Our obligation to *make the most of ourselves socially in order that we may give the most.*

4. Spiritual—Being on good terms with the universe.

Our relations to our fellows at home and abroad

Our relations to our friends

Our relations to our community, school, city, country, church

Our relations to ourselves

Our relation to the business world — what room for ethics?

Our obligation to make the *most of ourselves*, in order that we may have *more to give.*

This is the type of thing we do. How much do we achieve? Who knows! A bit better integrated personality — perhaps. The instances mentioned are, of course,

extreme, and therefore good examples. Obviously, all girls are not "ugly ducklings" at the start, and, therefore, are not suddenly changed to "swans", neither are they all so movie-mad that their personalities are eclipsed. We work with the girl as we find her. I, for one, find her extremely interesting, with as fine a code of ethics and morals as girls have ever had.

In conclusion, what can we say about the contribution of our department to the life of the student as a whole? We have intended to leave behind us the study of cooking and sewing as a goal in itself, but have come to feel that, like reading and writing, they are to be used as tool subjects in the living of the fuller life. The details of these courses are important, but wise teaching of Home-Making, it seems to me, must never lose sight of the fact that the whole is greater than any of its parts. It is valuable to be a good cook, or a good seamstress, but we are trying to make our students more than that: they must be happy, adjusted, useful home makers and citizens of a complex and challenging world.

MARY L. SCHAPIRO.  
Evander Childs High School.



## AID TO THE MALADJUSTED CHILD: A BY-PRODUCT OF JOURNALISM

"THAT girl is all made over since you took her into the Journalism class," remarked the teacher in charge of pupils with defective vision.

Bitter at a fate that had endowed her with a keenly sensitive nature and a truly poetic gift but had placed her in surroundings where ugliness and actual suffering constantly impinged upon her impressionable mind, this girl had recently entered our school. Rebellious at the cruel blow that had befallen her with the knowledge that she was slowly losing her eyesight and must wait, perhaps for years, until an operation might restore it, she had come under the wise and sympathetic guidance of the teacher who has given hope and a joyous purpose in life to many other similarly handicapped. Gradually this teacher won the girl's confidence until she shyly unfolded the secret that she *wrote*, and, after a while, submitted to sympathetic eyes her private notebook filled with verse and poetic prose in which she had poured forth her aching, longing, bruised young soul.

"Will you take her into your Journalism class?" her guide asked me. "She is unsocial. She has not learned to work with a group, and she does not care to. Perhaps

she would take too much of your time from the others."

"Yes," I replied, "when she spells and punctuates accurately enough, we will welcome her." The girl had been persuaded to show me her notebooks, with their strangely inspired utterances, in extraordinarily poetic phrasing at times, but with dashes indiscriminately supplying the place of periods, colons, commas, even, alas! of quotation marks, and with a superb disregard of any accepted spelling.

At first A (so we will call the girl) was resentful at this postponement. She could write; she knew she could write. Why didn't we want her? But when she realized the *sine qua non* of admittance to the Journalism course, she went to work with a will. The next term, when her teacher of English stated that A had learned to observe the fundamentals of written expression, the girl was admitted to the Journalism class.

So shy she was at first, so unhappily self-conscious, as she sat with bowed head and frowning face among the other girls, all strangers to her, that I wondered how we were going to fit her into such a busy, lively group. It was not long, however, before she came, one afternoon, to the room

where the editors were preparing the copy for press.

"Who wrote this!" exclaimed one of them. "Why, this girl uses wonderful words! She ought to be writing for the literary magazine." Smiling, I nodded toward A, who sat there blushing.

"Go over her copy with her," I suggested. "I have been telling her that she must write more simply and directly for a newspaper." And so the easy, natural contact with others of her own age began.

Soon A was volunteering to write feature stories about certain of the school activities. Some of these necessitated interviewing several faculty members and several prominent students. So eager was the young reporter to get her material that she completely forgot self during the conversation. A new note of confidence appeared as she announced in class, one day, "I've seen Miss ..... and Mr. .... This afternoon I'll interview Mrs. ...., and tomorrow I'll bring in the story." Even the expression on her face was changing.

When her "story" appeared, with a "by line," on the front page, she felt herself established in the esteem of the whole school. Now she was eager to help the editors in any way that offered. When an especially difficult subject arose for editorial treatment, "I'll take it," she said; and she handled it well. It became a matter of course for her to slip into the room

on the afternoons when the staff was editing copy and writing headlines. She would sit there absorbed and happy, helping whenever opportunity arose.

According to the adviser of those with defective vision, all of A's work is improving, and her entire attitude towards the student body has changed; she is needed, she feels; she has become part of the group.

A somewhat similar, though perhaps less impressive case, is that of B, another unhappy, maladjusted girl from a home of poverty and past tragedy. Her English teacher, having become acquainted with the depressing home conditions and their effect upon this girl of more than average ability, had recommended that she enter my Journalism class, in the hope that there she could find a congenial outlet for her talents. Shy, awkward, unsocial she was at first. Today she is one of the most useful of the school editors, working quickly and efficiently, and speaking with a tone of authority.

Not all of the students of Journalism, of course, are unsocial or unhappily handicapped when they take up the course. The contrary is the case, as might be expected. Most of them are girls who, like these two, have shown ability in English, but, unlike these, have been active and prominent in the life of the school. And the contact with such happy, successful



persons in a small group and with a common engrossing interest has played an important part in the adjustment of these less fortunately placed.

But that is by no means the only way in which Journalism has brought them out of themselves and into relation with those around them. In working for the school newspaper, they have awakened to many interests and activities within the building of which they themselves had never been aware. They have come to feel pride in the spirit and accomplishments of their school. In going about to gather news, they have established contacts that otherwise they would have missed. Above all, in contributing to an important school activity, they have, at least in some

degree, liberated themselves and grown into self-confidence and self-esteem.

Hence it has occurred to me that a valuable by-product of Journalism in a high school may be its contribution to the orientation of the maladjusted boy or girl. Other desirable outcomes there are, of course — too obvious and too well known to require mention here. None of the others, however, seems to me more important in itself or more heartening to the teacher of Journalism than the adjusting of the pupil to the people about her and to the immediate world in which she passes most of her day.

ELIZABETH S. ROGERS.

Wadleigh High School.

## A CONCEPTION OF COMMERCIAL EDUCATION

**A** VOCATION is life activities so directed that their consequences are significant to oneself and useful to one's associates."

"The best way to learn, then, is for children through occupations."

"Training for occupations is training through occupations."

As I read and write these quotations I feel that I am one with Dr. Dewey. My experience in teaching commercial subjects has not been long; amounting to some five

years in a private business school, and three years in a New York City High School, and yet I feel that I have come to these same conclusions myself. In much the same way that an artist sometimes gropingly feels his way on his palette with his brush, sensing rather than seeing the colors, applying them on his canvas with emotion rather than with technic, so have I come to certain conclusions with regard to the teaching of commercial subjects.

After all, commercial education is not so old, and the rapid development that has accompanied it is not surprising; but when I listen to my co-teachers I wonder that they too have not felt the same inner urging that I have felt.

But to come back to those quotations. "A vocation is life activities" is to me the essence of teaching. We have heard too much of "we learn by doing" with no accompanying "doing" on the part of the student. Many agree with the philosophy but not with the practice, and therein lies weakness.

In the city high schools, where crowded conditions are the rule, many difficulties present themselves. We hear much of pupil load, extra-curricular assignments, extra classes and the like, and the burden is shifted to an already overcrowded and overworked board of education.

Stenography and typewriting are commercial subjects. They are also vocational. As taught in the schools they are to a great extent a waste of time. How many thousands of stenographers and typists are turned out of the schools every term who cannot fit into an office situation. They do know their stenography and typewriting but not how to take their places as efficient office workers. Nichol's study showed us that there were few places for stenographers and typists as compared with other

simpler commercial jobs. But we are told that we must not mechanize our students. We dare not teach them filing as a job and then send them out to become file clerks, or teach them ledger posting and send them out to post ledgers. And nothing is done, nothing new is tried.

All too often the activities in the high school are not so directed "that their consequences are significant to oneself and useful to one's associates." The student is taught a skill and the teacher for the most part is satisfied that he has done his share in preparing the youngster for life situations. The consequences are rarely "significant" to the student, they are given a set of rules, and told to follow them.

"We learn by doing" is accepted; but too often the doing is so mechanized that the learning becomes mechanized and the objective is lost.

At present three of my classes are in Secretarial Practice. The object of the class is to correlate the stenographic and typewriting skills with office procedure, which includes a hundred and one little odds and ends that are vital to efficiency and mean little when spoken about. In a great many schools there is a lack of suitable equipment and in most there is really little preparation for business situations. This, either because the teacher knows nothing



about business situations or because it takes so much time to prepare the groundwork for the class to understand the business situation.

My classes get more than the average class, not because I am I, but rather because I have a sincere desire to place my students in situations like those they will find in the office. They like it.

My approach to the entire problem was not one of significant consequences. I had witnessed the terror which capable students had shown when called upon to do work which was to be used and for which they had been trained. Their nervousness robbed them of any efficiency they may have possessed. This to me raised an important problem. How to convert the student who is capable to an efficient office worker? How to make this transition became a fixed desire? This is how I solved the problem.

The classes used two rooms, one an office practice room and one a typewriting room. They used the office practice room three days a week and the typewriting class twice a week. The second term classes used the office practice room twice a week and the typewriting room three times a week. With four classes altogether in Secretarial Practice the room was used for very little time during the day.

This office practice room itself is a large, well-lighted, cheerful

room, well equipped with business machines. Ordinarily the room would be used only for demonstrations and lectures and at other times remain idle. The students like the room. It was not arranged like the regular classroom. Large work tables form three sides of a square with the teacher's desk on the fourth side. Distributed around the room are the various machines. It is comfortable.

The students were asked at the beginning of the term to designate on cards when they had study periods. If they had none they were asked to state which afternoons during the week after school they would be willing to devote. Those periods during or after school were the periods when the students would report to the room for additional practice and work. I told them that my idea was to give them practice on the various skills which they were supposed to have learned. This to rid them of the nervousness which they had all felt at one time or another.

A capable student was assigned to take charge of the room during each period of the day when there were students present, and two of the best students were made office supervisors to oversee the entire working of the room. The period managers and the supervisors were given letter boxes into which directions would be put for them.

The teachers and the department heads were then informed

that public stenographic service was available. They were directed to call at the office practice room to have work done. All details were taken care of by students. They accepted work, assigned it, saw it carried to completion, and delivered it. Reports were filled out by the teachers and these the students kept. Work of all kinds was done—duplicating, dictation and transcription, addressing, calculating, switchboard, and general clerical assistance. Of course, work of this kind was appreciated by the teachers, offices and administrators of the school.

But of more importance than this appreciation, the students themselves were given an opportunity to do constructive, practical work in stenographic and allied fields, and this was, and is, the aim I had and have in mind. To me the allied skills, traits, and habits were more important than the mere stenographic and typewriting practice. Honesty, neatness, efficiency, resourcefulness, initiative, courtesy, accuracy, punctuality and willingness were inculcated. And these not because I, the teacher, demanded it of them, but rather because the job called for it. Rarely now are papers to be found on the floor, as they are in so many classrooms in the city. They have learned to respect the room wherein they work, and have a desire to see that things are as they should be in the well-regulated office. They still

have to be told to dust furniture, but they realize that it is necessary and a part of their training. How futile it would be to lecture to students on the necessity for dusting in the office. But how clearly they can see that such a procedure is necessary, especially if it is their own room. And that is what I have tried to make the room. Theirs. The period managers and the supervisors enjoy their work. Their eyes are so watchful; paper, covers, dust,—all must go. System and routine do not permit their presence.

"Training for occupations, is training through occupations." To me Secretarial Practice is *Secretarial Practice*. It is not sufficient that students be told that certain things are so in an office. They must have the office and have the need clearly displayed for them why things must be so. When they can see these needs, they will have the desire to do; they will not do things because the teacher tells them to, but because it is required in the office.

To a great extent awkwardness and nervousness have disappeared. But not entirely. Some students understand what I am trying to do, some don't. For example: An administrative assistant sent for a stenographer. The period manager on duty looked nervously around the room and picked the best student present. When the girl had gone down, she told me that none of them were sure of themselves



under such trying circumstances (taking dictation from so formidable a person as an administrative assistant) but the one she sent was the best. Another time a call came from the principal's office for a similar job. The period manager looked around, seemed dissatisfied and went down

herself. She told me later, that the girls on duty, were scared. She didn't try to force them to go,—just went herself. That girl will make someone an excellent secretary some day.

NATHAN BALTOR.  
Samuel J. Tilden High School.

## THE PLACE OF CASE WORK IN THE SCHOOLS

THE day when schools were interested only in courses of study and preparation for college will soon be a thing of the past, and educators and educational institutions are preaching the doctrine, "We are teaching a child not only a subject." The thirty-seventh annual report of the New York City Superintendent of Schools, Dr. Harold G. Campbell, is permeated throughout with the philosophy, "Making the Largest School System in the World the Smallest." In other words, the largest elementary school system in the world has become "child conscious." The Graves' Report charged the New York City system with failure to modify the curriculum to serve the individual needs of all children. The New York City Board of Education accepted this challenge. A Committee of Eight on Individualization with Dr. Stephen F. Bayne, Associate Superintendent, as Chairman, was appointed to consider and suggest proposals leading to:

1. A reduction in retardation.

2. An adequate articulation and free flow between school units.

3. A formulation of standards of expectancy.

4. A program for the discovery and development of individual talents.

5. A plan for individualizing curricular offerings.

One of the Committee's findings was that "No program of individualization which fails to provide the facilities and funds for the continuous study of the whole child can succeed. The Committee of Eight insists upon the fundamental values of a system of records which gives a running account of the development of each child, physically, emotionally, mentally, socially, creatively. Only by making such data readily available can we assist teachers in becoming "child conscious" rather than "curriculum conscious."<sup>1</sup>

With this ideal in view, it will be helpful to go to the field of

<sup>1</sup> 37th Annual Report of Superintendent of Schools of New York City, page 13.

Social Work for methods and technique. The changing philosophy of social case work has been ably set forth by Miss Virginia P. Robinson in her book, "Changing Psychology in Social Case Work." This new philosophy shows the same needs in Social Case Work that the Committee of Eight brings to the attention of educators. Miss Richmond's philosophy as set forth in "Social Diagnosis", a study of environmental factors to be rearranged in treatment is only a beginning in helping teachers tackle the problem of helping the individual. There is an increasing acceptance of case work as individual therapy rather than social welfare. The process of teaching is a psychological one and it would be in line with the program of teacher-training institutions to work along more intensive psychological lines and study the causes of human behavior, the reactions and effects of behavior.

The aim of education is to help an individual develop to his fullest possible capacity. To attain this goal the same three fundamental processes that the American Association of Social Workers formulated for this group should be used by educators:

1. The use by social case workers of resources—educational, medical, religious, industrial—all of which have a part in the adjustment of the individual to social living.

2. Assisting the client to un-

derstand his needs and possibilities.

3. Helping him to develop the ability to work out his own social program through the use of available sources.

Miss Richmond in her book, "What is Social Case Work," expresses her philosophy of social case work as follows:—"The highest test of social case work is growth in personality. Does the personality of its clients change, and change in the right direction? Is energy and initiative released, that is in the direction of higher and better wants and saner social relations? Only an instinctive reverence for personality, and a warm human interest in people as people can win for the social case worker an affirmative answer to this question. But an affirmative answer means growth in personality for the case worker himself. The service is reciprocal."

Social case work originated in the home because it was recognized that the home is the first social institution that influences personality, and it is only in recent years that social workers have recognized the enormous and important role that school contacts have played in the making of a "Social person". The importance of the school as a social institution began to be felt as a result of studies in truancy and delinquency. Social workers and juvenile courts in studying the needs of problem children found that



a practical working partnership should be set up between schools and juvenile courts. The teacher has an opportunity to find out not only what a child learns, but what mental attitudes he is developing toward his work, and school records should tell what a child is doing, thinking and feeling. Since it is recognized that there is a high correlation between delinquency, lack of recreation and play-ground facilities, it is the task of school systems "to capture the child's interest early and find ways and means of diverting his energies into constructive channels, so as to compete successfully with the cheap and desultory excitements in which crowded and overstimulated city environments abound." <sup>2</sup>

The school is a place where a child spends many hours daily during his most impressionable and formative years. There a child is a member of a group and any asocial behavior brings down upon him the disapproval of the institution as well as of the members of his own group. The socially misfitted child is not wanted in a classroom; in fact he cannot function. Therefore, his behavior must be studied to determine its causes. The teacher must learn to recognize incipient behavior and personality problems. Social case work stresses the importance of early treatment.

<sup>2</sup> E. L. Richards—Behavior Problems—Social Work Year Book 1935.

Since the compulsory education laws have raised the age for leaving school and requires school attendance for all types of pupils, the schools cannot discharge their problem children, but must try for the purpose of treatment to arrive at the proper diagnosis of those who do not conform to school routine. Mental hygiene points out that school success and failure are important factors in personality development. The Visiting Teacher movement has developed as a conscious effort on the part of educational systems to develop a preventive program. A visiting teacher is a trained social worker who has trained to be a teacher as well as a social worker. Her training enables her to understand the problems of the school as well as the needs of the school child. The visiting teacher is able to gain the coöperation and confidence of the parent because of their common interest in the child. The visiting teacher uses her social case work techniques and pedagogical training in working with the home, the school, and the community in a plan for treatment. Her work is essentially preventive and remedial. The visiting teacher can function more happily than a classroom teacher, because she is free from the pressure of group activities and entirely apart from the disciplinary measures of the school. In New York City, the visiting teacher is extremely inadequate. The 36th Annual Report of the

Superintendent of Schools for 1933-1934, the last report to discuss visiting teachers, gives a brief history of the Visiting Teacher Service of New York City. Visiting Teacher work was made a part of the New York City school system in February 1913, and at present there are twenty visiting teachers—five are assigned to the Department of Ungraded Classes, two to the Department of Sight Conservation and Classes for the Blind, one to the Bureau of Child Guidance, the remaining twelve to school districts under the Supervision of the District Superintendents. The generally accepted standard for visiting teacher service is one visiting teacher to every two thousand of school population. In the New York City public schools there is one visiting teacher to approximately forty-three thousand pupils.

The first type of problem to be recognized by educational institutions is that of health, and in New York City special school and health care for handicapped children has come to be recognized as one of the most important and progressive features of its school system. The growing interest on the part of child study organizations and welfare agencies in the underprivileged and maladjusted child has helped to develop the need for a special type of education for preventive purposes as well as for corrective ones. The

Division of Blind and Sight Conservation Classes has as its aim the provision of special education suited to the needs of visually handicapped children. The Classes for the Blind were started in 1909 with five classes. Now there are eighty-nine sight conservation classes. These special classes relieve the regular grades of those children who would not profit by instruction in regular classes, and provide the right sort of education for those thus handicapped. Social case methods have been found invaluable in this department, and two visiting teachers are attached to the office staff who render valuable service in making all necessary adjustments. "The social aim of the classes for the blind in particular is to keep the sightless member in his home, let him share the family fortunes, develop a mutual sympathy and understanding between the blind child and the others in the family, and to make it possible for him to attend school with his seeing brothers and sisters." <sup>3</sup> These special classes prevent repetition of grade work and the early dropping out of discouraged school children.

The Division of Speech Improvement works with sight conservation teachers for the speech correction of visually handicapped

<sup>3</sup> Report of Frances E. Moscup, Inspector of Classes for the Blind; the 36th Special Report submitted with Annual Report of Superintendent of Schools of New York City.



children who are prone to slovenly and incorrect speech. Mrs. Letitia Raubicheck, Director of Speech Improvement, quotes Gray and Blanton, "Speech Training for Children," as follows: "Speech is a gauge, it is a test of the psychic adjustment of the individual to the conditions under which he must live." The Department of Speech Improvement has been working since 1916, realizing that speech correction takes its place with health education as part of the fundamental equipment of every school child. It is primarily interested in the re-education of pupils of elementary and junior high schools who suffer from marked speech defects. Such defects often become fundamental handicaps and prevent economic and social adjustments. Modern psychology has shown the intimate relation between personality disorders and speech defects. Many forms of mental disease are revealed in speech disorders. Stammering, hysterical mutism, and neurotic hoarseness are symptoms of neurotic difficulties. As a matter of fact the Department of Speech Improvement considers any deviation from a normal response to a normal stimulus as a psychological problem. Social case work methods and techniques should prove to be of inestimable value to the speech improvement teacher. There is no visiting teacher assigned to this department although the Department has asked for one. The

Department confesses the need for expert help from the social service field. The Clinic of the Child Guidance Bureau (organized in 1932) is called upon in extraordinary cases of behavior disturbances having a speech symptom. The present personnel of the Department is absolutely inadequate to serve the school system.

The Department of Ungraded Classes was organized in 1906 for the purpose of providing for the needs of those children who are unable to progress in regular grades. The Department has two clearly defined functions:

1. The examination and adjustment of retarded children.
2. Their education in ungraded classes.

The responsibility for the training of these children devolves upon those who make the diagnosis and recommendations. A Psycho-Educational Clinic was organized to carry out the first function. In addition to the administrative and clerical staff, there are twelve psychologists and medical inspectors, five visiting teachers, and five teachers at large assigned to the clinic. Here there is a definite set-up to study the child and his records to determine all factors that are contributing to his maladjustment. Children are referred to the clinic usually because of retardation. Social case methods and techniques are used extensively. A complete school history, results of physical exam-

inations, and reasons for referral are submitted to the psychologist before the psychological examination. This preliminary report will also furnish information concerning home conditions, outstanding physical defects, reports from other clinics where they exist. Conferences with principals, teachers, parents and others are held. Physical defects and emotional disturbances are noted by psychologists. Where necessary, cases are referred to other agencies. Medical inspectors endeavor to find out if there are any physical or mental abnormalities causing the child's retardation and failure to adjust in school. No case is closed until a many sided clinical picture has been obtained, and no adjustment is ever considered final, thus making the practice of diagnosis, treatment and follow-up a continuous one.

The teachers of ungraded classes to which mentally retarded children are sent must have special instruction in the education of the mentally retarded as well as a sympathetic insight and appreciation of child nature and understanding of the ultimate aim to be accomplished. It is the visiting teacher's duty to carry out the treatment recommended. Here success will depend upon her personal relationship with the child. She will coöperate with the school visiting teacher, the school nurse and the attendance officer. She will advise the parents. She will

make contacts with social agencies. Her job will be real case work. The visiting teacher service is at present confined to children of school age. There is no provision for follow-up for those who need it who are beyond school age.

New York is a pioneer in providing classes for the physically handicapped, such as crippled children, cardiacs, children suffering from malnutrition, epileptics. In such classes, the individual needs of each child can be studied and courses of study adapted to suit these needs. A special health program is followed so that children may improve sufficiently to return to regular classes and a special educational program outlined so that children are prepared vocationally according to their abilities. The social and medical history of all children referred to the Division for Handicapped is studied. The aim of the Division is prompt physical rehabilitation, education and socialization by suitable school adjustment, social placement, and the follow-up of their careers. The department asks for more assistants in field work, two visiting teachers, and one psychologist in addition to better physical facilities. A program such as this, to be carried out successfully, will incorporate in its procedure the method and technique of the social case worker. This brief outline does not do justice to the splendid work done by this department in spite of a very limited personnel.



The Bureau of Attendance and Child Welfare has charge of the truancy cases of the schools. The Child Welfare function is of recent origin due to its participation in the relief work of the schools. The functions of this Bureau involve considerable history taking and follow-up. There are no skilled social workers in the department, but the department uses the facilities of the community at its disposal. Since the organization of the Child Guidance Bureau of the Board of Education, the Bureau of Attendance has the facilities of the Bureau of Child Guidance at its disposal for extreme problem cases.

There are Parental Schools for boys who are persistent truants and show delinquent tendencies. These schools are dying out. Whether they have been effective in preventing and curing truancy and delinquency is not being questioned, but there is no doubt that social case methods and techniques serve an important function here. In the reports of these schools, nothing is said of social work technique. It is probably used unconsciously, but such a service should be deliberate and intensive.

The Bureau of Child Guidance was established in 1932 with one center; now there are five. The work of the Bureau has been educational as well as remedial. "To give teachers and parents a wider

knowledge of these principles of mental hygiene, and to gain a genuine acceptance of the points of view that mental hygiene has developed, have been some of the most important educational functions of the Bureau of Child Guidance since its organization." The establishment of this Bureau makes possible the study and treatment of the total child who presents problems of either school, personal or social maladjustment. Emphasis is made on the individualized method of approach. Case work methods and techniques are necessarily used in this department, and consciously so.

All activities that have been described so far take place outside of the regular school classes, but they are all tied up very closely with one aspect of school life that is beginning to assume a very important place—that of guidance. Increasing the school age increased the population of the secondary schools, necessitating marked changes in organization and expanded course offerings to meet the needs of the increased numbers attending school. Important changes in the social and economic structure of society makes social and vocational adjustments more difficult for the adolescent. Guidance started as vocational guidance, its objective being the adjustment of the individual to his economic environment through the development of self-reliance and

initiative. Guidance just like case work is concerned primarily with individuals. The counselor also has an objective, the prevention of waste in the process of education. Due to shortage of labor, case histories are compiled for problem cases only and intensive counseling service is restricted to such cases. In some cities visiting teachers are assigned to the Guidance Department. In New York City there are none. The guidance program got its greatest impetus in New York City when the Continuation Schools were established. They were established as guidance institutions and every teacher was guidance minded. A training in guidance principles is a prerequisite for the license of a Continuation School teacher. Every teacher makes home visits as well as visits to employers. The Continuation Schools were the first type of schools to bring the idea of guidance to the attention of educators, and prove the importance of a guidance program in a school. The new vocational high schools that are an outgrowth of the Continuation Schools have the same ideals of guidance, as the parent schools, and the practice of guidance plays a very important role in the set-up of the organization. The Junior High Schools of New York have a guidance program, one counselor is assigned to two or three schools. In the regular High Schools, guidance pro-

grams are not very definitely developed as yet, except in one or two schools. Grade advisers and deans counsel, while placement investigators are occupied with finding jobs and placing pupils.

The new secondary school syllabus issued by the Regents of the State of New York regards Guidance as one of the constants for all courses. This is bound to raise many questions. Those who are interested in Guidance and those who are performing some of its functions will have to take stock and decide what the objectives of Guidance are and how they are to be obtained. Are these services to be limited to those who have become problems or is the service to be extended to all pupils? Group guidance concerns itself with educational and vocational information, study of occupations and the discussion of personality and behavior from a mental hygiene approach. Individual differences are taken into account. Each pupil studied is a case, emphasis being placed on behavior, the development of personality. The technique and methods employed should be that of the social worker. A complete service will include counseling, home visits, health service, and education, psychological service, psychiatric service. The curriculum should be flexible to meet the needs of the pupil as well as the community with an opportunity for tryout courses, opportu-



nities for leisure activities, placement service, case conferences, co-operation of neighborhood agencies and follow-up. Such a program considers the pupil as a whole and centers its interest on the individual and not on the curriculum of the school.

All of these aspects of school life that consider the child as an individual need not only experts trained in correct methods and techniques, but enough personnel to carry out such a program. All these departments are underman-

ned, but in the last two years workers from W.P.A. projects have supplemented the work of the regular workers. This additional help has given all the departments concerned a chance to expand and carry out to a greater extent their ideals. The carrying out of these ideals should lead to prevention of maladjustments and the elimination of years of suffering and social wastage.

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## HIGH POINTS

### Year-unit Group in Beginners' French

At the end of my experience with a year-unit group in beginners' French, I found that, on the whole, the students had a greater mastery of the subject than they might have had in two successive terms, largely because the longer continuity of association permitted me to recognize and encourage special aptitudes and to understand and deal more patiently with weaknesses.

Indeed, I felt that I had "saved" a number of students who, ordinarily, perhaps should have been failed at the end of the first term, but who, through the benefits of time and experience, were able to grasp fundamentals, keep pace later in the year with the rest of the

class, and finish the course without having to lose a term out of their school lives.

In the first year of high school, the question of experience is particularly important. Failure in the first term may be, of course, due to natural ineptitude or unadaptability. But a great deal of it is due to simple bewilderment and lack of experience. The beginning student is thrust suddenly into a maturer world where the tempo is more rapid and patience, shorter; where, also, the teacher, with a five months' term shot full of holidays and cut down at each end for administrative purposes, is sometimes forced to leave by the way beginners whose perceptive matter is slight and whose reasoning powers are underdeveloped.

If the pressure of the short term-end is removed, the teacher is inclined to take the long view about weaker pupils, to be more patient and painstaking with them, to feel that what they do not understand at once may be learnt with time. In my year-unit class, failure to grasp, at the end of five months, certain difficulties of pronunciation and complexities of idiom and grammar, did not cause the student to be left back. He still had opportunities to conquer these perplexities as they were clarified by longer familiarity and use during the second term.

As for students of special aptitudes, it was my opportunity to aid them to develop themselves. The more leisurely tempo which the year afforded permitted certain liberties. Students with an aptitude for grammatical forms acted as drill-masters, as checkers or for board-work. Others whose pronunciation was excellent, were used as "teachers" in reading lessons, asking questions, correcting pronunciation by example, and giving dictation.

The class collaborated on two projects. One was the writing and illustration of a book called "La France". And here the interests of the students were fully utilized. The students were invited to contribute pictures and articles in English on automobiles, airplanes, stamps, drama, opera, painting, sculpture, sports, politics, customs, architecture, industry, gov-

ernment, agriculture, geography, etc., on the condition that each of the subjects should be qualified as "French". The response was overwhelming. The articles were neatly written on uniform paper and illustrated by hand or by pictures from newspapers and magazines. The whole was bound by the chief artist of the class with a tricolor cover with the Arc de Triomphe in the foreground. The best articles were read to the class by the authors.

The second project was more ambitious and gave even more satisfaction. We had done a good deal with songs, jingles, proverbs, conversation on special subjects like food and clothing (during which new acquisitions to vocabulary were carefully recorded in notebooks); but I found that these were insufficient to absorb the general exuberance of the class. I made a simplified version of Molière's "Médecin Malgré Lui" and announced that I was ready to have try-outs for the rôles. Almost everybody desired a part. I set up a competition in pronunciation by which I was to choose the actors. Since there were only about six characters, there were a great many disappointments. But these were somewhat diminished when I selected an understudy for every part even if it had no more than two or three lines. I added a "souffleur" (prompter) who, from repeating all the lines so often, ended by knowing the whole



play by heart and was able, upon the absence of any player, to step into the rôle at once. I also appointed a general manager among whose duties was research, and a composition on the work and life of Molière together with a résumé in English of the play, which he was to deliver at all its productions. And there were many repetitions. The actors called themselves "The Traveling French Players" and circulated through the building presenting their play to practically all the French classes. So good was the pantomime that they were invited by two teachers of speech (one of whom was responsible for some of the "business" of the play), to put on their show before their classes.

I feel that the year with this class was fuller and more meaningful than any other period of my teaching life, and that continuation with a single group for the double period of time was both an invitation and a challenge for me. I had often wished to have a group like this under such circumstances because I felt that I could "do" more. The response of the students to a somewhat more enriched curriculum and uninterrupted association convinced me that more can be done and to the best of purposes. I should be glad of the opportunity to have another year-unit group.

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Thomas Jefferson High School.

## Latin Project Exhibition

The third annual exhibition of Latin projects was held at the Service Bureau for Classical Teachers, New York University, April 27, to May 16, 1936, under the auspices of the Latin Chairmans' Association of the High Schools of the City of New York.

Although fewer projects were submitted than in former years, the quality was of superior type and evidenced more care and purposeful thought than usual.

As always, the Service Bureau lent every possible aid to make the exhibition an outstanding success. No wanderer from across the Styx could have suffered from nostalgia if he happened on the fifth floor of the old South Building; for there again twentieth century hands had formed glimpses of the city of the Caesars and made it rise once more Phoenix-like from the ashes of the past.

About twenty schools participated in the exhibition. Projects were first made by the individual pupils and classes in each school. The three best projects were then selected and displayed at the bureau. An effort was made to induce more private schools to compete. This, however, was not entirely successful. The Junior High Schools also could have been better represented.

The judges were Dr. Theodore Huebner, Assistant Director of For-

eign Languages; Professor Frances Sabin, Professor Dorothy Latta, Professor Catherine Smith, all of New York University; Dr. Margaret Y. Henry, President of the Association of Classical First Assistants.

The First Grand Prize was captured by Alfred Pope of Samuel J. Tilden High School. His model of the Pont du Gard at Nîmes, France was the unanimous choice of all five judges.

The Second Grand Prize went to Stuyvesant for the Roman Camp made by Wesley and Floyd Fata.

The Third Grand Prize was won by Thomas Jefferson High School for a Horatian Scrapbook which was the work of a group of committees in the senior division of the S. P. Q. R. who prepared it as a tribute to Horace, "Some of whose works they have been able to study with great enjoyment". Incidentally thirty-seven students participated in this project. The volume was later taken to the Horace dinner at the Hotel Brevoort. There it elicited the praises of Christopher Morley, Henry Seidel Canby, and others.

The prizes this year were above the ordinary. The first prize was an original water color of Romulus and Remus made by one of the artists of the Bureau.

The second prize was a Roman coin of the Emperor Trajan do-

nated by Miss Sabin from her own collection.

The third prize was "Classical Myths that Live Today", by Miss Sabin, donated by the publisher.

The cards made by the artists at the Bureau enhanced the exhibition.

Since all the grand prizes were donated, it was found possible to give Major Honorable Mention and a small book to twelve pupils. Honorable Mention, together with a small picture, was given to thirteen others. This made a total of twenty-five minor awards. The number of meritorious articles sent by the different schools makes mention of all of them an impossibility. The task of the judges was no sinecure.

Mrs. Helen Blakely of Samuel J. Tilden High School is to be congratulated, as she was responsible for the organization of this and former exhibitions. May their success continue "crescendo." A vote of thanks must also be accorded Miss Frances Sabin, now about to retire as the head of the Service Bureau. Few have rendered abler assistance to the classics in New York City. Her welcoming smile and ever ready encouragement will be missed by many teachers of the classics in the years to come.

T. P. O'LOUGHLIN.  
Samuel J. Tilden High School.



## New York Classical Club Pays Homage to Horace

The New York Classical Club was sponsor of a dinner May 9 at the Hotel Brevoort as one of the final features of its celebration of the 2000th anniversary of the birth of Horace. About two hundred Latin teachers and friends of the Classics attended. Dr. Charles A. Tonsor, President of the Society, read a letter of greeting from Viscount Hereford, President of the Horatian Society of London.

Among those who spoke in praise of Horace were Christopher Morley, Henry Seidel Canby, Burton Rascoe, Dean Virginia Gildersleeve, Dr. Eugene A. Colligan, Elmer Davis, vice president of the Authors' League of America. Professor F. A. Spencer, secretary of the American Classical League, who presided, read a letter of congratulation from President Roosevelt and also one written by Rudyard Kipling five weeks before his death in which he said, "My love for Horace and the whole procession of his wonderful times came to me many years ago and in it I found real and abiding delight".

Students from the Grover Cleveland High School furnished music and sang odes of Horace with melodies arranged by Josephus Wagner of Budapest, under the direction of Miss Mary Brown. Horace shadow pictures were shown by students of Hunter College. Miss

Gallert and Dr. DeGraff of Hunter High School arranged the dinner.  
GRACE LIGHT,  
For the Committee.

## Bibliography on Peace

With the incorporating of a program of peace education in the curriculum by Superintendent of Schools Harold G. Campbell, the Evander Library has begun to collect and keep in the form of a permanent Reference Collection, books, pamphlets and magazine articles on the subject of peace, as we feel that we must have available correct sociological and historical facts on which to base teaching and discussion. The bibliography which we submit to you does not pretend to be in any way complete. (The Department of Secondary Education of the N. E. A. has on the press a very comprehensive list, compiled under the direction of Evaline Dowling.) It does, however, include the more important material which is available in the Evander Childs High School Library at the present moment. It proved to be tremendously useful to English and History classes that were working on programs of peace during the past month. As funds permit, we hope to expand the collection.

Of the war novels listed, only those starred are in the Library's collection now. The novels chosen are those thought to have some

permanent literary value. This fiction list might be greatly expanded. A few travel and biography books have been suggested. These have not been made a part of the permanent reference collection but are included merely to suggest a few of the many interesting titles which may be used as a means of fostering in students a deeper and more sympathetic understanding of other peoples and their ways.

## WAR BOOKS: NOVELS

(Starred titles are in the School Library)

\*Alverdes, Paul: "Whistlers' Room"

Brief, poignant story of four war prisoners brought together in a German hospital by a common affliction. They achieve the miracle that comes out of suffering-friendship. Told with a tenderness that is not sentimental.

\*Cobb, Humphrey: "Paths of Glory"

The terror, humor and stupidity of life in the trenches are made vivid in this novel which tells how three soldiers are senselessly executed in order to save the reputation of a blundering general.

Lee, Mary: "It's a Great War"

The World War from an unusual viewpoint — that of an American girl who spent two years doing Y.M.C.A. canteen work.

\*Manning, Frederic: "Her Privates, We"

Ranked in England with "Journey's End" and "All Quiet." It is one of the best portrayals of the English private soldier, focussing attention on the inner state of men's minds in war.

March, William: "Company K."

Brief sketches, each of which carried the name of one of the members of Company K. Constitutes one of the most important and courageous indictments of war yet published.

\*Remarque, Erich: "All Quiet on the Western Front"

In this unsparingly realistic account of a group of German boys on the Western Front, we sense the tragedy of a generation blighted by the war.

\*Remarque, Erich: "The Road Back"

Follows a group of German soldiers through the disillusioning first year of peace. The conclusion is inevitable that for most of these boys there was no road back.

Scanlon, William: "God Have Mercy on Us"

The author shared with Mary Lee the prize offered for the best war novel. This gives the man's side, as she gives the woman's. More a narrative of fact than fiction.

\*Sheriff, R. C. and Bartlett, V.: "Journey's End"

Story of youth and self-sacrifice



that tells what war meant to the men who fought it. Based on the play of the same name, the story is here more richly developed.

\*Stallings, Laurence: "Plumes"

One of the first honest war books published. Describes the painful readjustments of an American soldier returned home broken in body and spirit.

\*Zweig, Stefan: "Strange Case of Sergeant Grischa"

Fine novel, founded on fact. Sergeant Grischa was a Russian peasant soldier, simple, ignorant, caught in the ponderous machinery of war. His case becomes symbolical of justice and injustice in war time.

NON-FICTION

\*Brittain, Vera: "Testament of Youth"

Intimate record of an English girl's life from 1900-1925, showing what the war meant to the men and women of her generation. A moving, human document.

\*Coward, Noel: "Cavalcade"

Panorama of English life from Victoria through World War.

\*Dickinson, G. L.: "War: its Nature, Cause and Cure"

Author shows what war really is and how it is caused, not by the passions of ordinary men, but by the playing upon them by particular men.

\*Jordan, D. S.: "Ways to Lasting Peace"

Small, inspirational book on how to achieve peace.

\*Krehbiel, Edward: "Nationalism, war and society"

A study of nationalism and its concomitant, war, in their relation to civilization.

\*Millis, Walter: "Road to War"

With dramatic intensity, the author recaptures the hysterical atmosphere of the war years—the headlines, the propaganda, the speeches and the emotion that swept a peace-loving country into the most terrible of wars.

\*Milne, A. A.: "Peace with Honour"

A courageous and devastating attack on war made by a well-loved writer. Here is rigid logic, brilliant irony and an indomitable defense of the position that all war is wrong.

\*Stallings, Laurence: "The First World War"

This pictorial history of the War furnishes one of the most terrific indictments of war imaginable.

\*Roussel, A. W.: "Cease Firing"

Collection of poems for peace.

Note: Many other non-fiction books offer excellent single chapters on the cause, costs and results of the World War.

PAMPHLETS AND NEWSPAPER CLIPPINGS

All the following material is available in Evander Childs High School Library.

Publications of Peace Organizations:

*American Committee for Struggle Against War*: "World Congress for Struggle Against War."

*American Foundation*: "Outlawing War in the Concrete."

*American Peace Award*: "The Winning Plan."

*Carnegie Endowment for International Peace*:

"Attempt to Define War"

"Churches and World Peace"

"Direct and Indirect Cost of Great War"

"First Ten Years of the League"

"Outlawry of War," by H. Wiberg

"Practical Working of the League"

*Catholic Association for International Peace*:

"Appeals for Peace by Popes"

"Causes of War and Security old and new," by P. T. Moon

"Peace Education in the Curriculum of the School," by J. M. Woolfe.

*Church Peace Union*: "Good-will Lessons"

*Church Peace Union and World Alliance for International Friendship*:

"Mobilizing for Peace"

"World Friendship Lessons, 1st and 2nd Series"

*Editorial Research Reports, Student Service*:

"League of Nations and the World Court"

"Preservation of Peace"

*Federal Council of Churches*:

"Coming to Grips with the War Machine"

"Men Conquer Guns"

"What About Scrapping the Monroe Doctrine"

*Foreign Policy Association Bulletin*:

"Dictatorship"

"The League Applies Economic Sanctions"

"War Tomorrow—Will We Keep Out?"

"The World Adrift," by Raymond Buell

*League of Nations*:

"Coöperation of the Press in Organizing Peace"

"Salesmen of Death," by Lieut.-Col. Drew

*League of Nations Non-Partisan Association*:

"Survey of the League of Nations"

*National Council for Prevention of War*:

"Cost of War"

"Disarmament Conference"

"Facts and Figures on International Affairs"

"International Labor Organizations," by F. B. Boeckel

"Organizing the New World," by F. B. Boeckel

"Salesmen of Death"

"Suggestions for Goodwill Day"



"To Offset the Pressure of Militarism"  
 "To Stop War, a Handbook of Peace Action"  
 "War Debts"  
 "War Debt Damage"  
 "Who Wants War?"  
 "World Court," by F. B. Boeckel  
*National League of Women Voters:*

"Economic Causes of War and Life in the Future," by B. Lamb  
*National Peace Conference:*  
 "Peace Year Book, 1935"  
 "Statement of Principles Essential to Maintenance of Peace"  
*National Student Forum:*  
 "Functions of Secondary Schools in Peace of the World," by Watkins.  
 "Mankind's Progress toward World Peace"  
 "Outlines for Study of International Relations"  
 "Story of the Paris Pact," by Watkins  
*Temple of Peace Association:*  
 "Plans for Permanent Peace," by W. B. Calock  
*Women's International League for Peace and Freedom:*  
 "Student Invasion of Europe" (a play)  
*World Peace Foundation:*  
 "Collaboration of Women in Organization of Peace"  
 "Raw Materials, Population Pressure and War," by Sir Norman Angell  
 "War and Depression," by J. B. Cardiffe

## World Peaceways:

"Legislative Achievements"  
 "What Happens to You After War," by Charles A. Lindbergh.  
 "Your Country at War," by Charles A. Lindbergh.

## PUBLICATIONS

### Miscellaneous:

"Another View of War" (*Christian Science Monitor*, Oct., '34)  
 "Armaments Racket," by P. E. Widrington; Morehouse, '33  
 "Arms and the Man" (reprinted from *Fortune*); Doubleday, '34  
 "Capitalism and Its Rivals," by Kirby Page  
 "Expeditions for Peace" (newspaper clipping)  
 "Fifty Nations Acting to Stop Aggression" (*Chronicle of the World Affairs*, 1935)  
 "Fight Against War," by A. Einstein; Day, '33  
 "Instead of War — What?" by Frank H. Simonds  
 "The Last War and the Next," by Walter Millis (from *The Nation*, Jan. 22, '36)  
 "A Layman's Peace Plan," by Gabriel Wells; Country Life Press, 1924  
 "Leagues for Peace, from 600 B.C." (newspaper clipping)  
 "Let Us Have War," by S. Bent; Vanguard Press, 1933  
 "Mark Twain on War" (*Christian Science Monitor*, Nov. 18, '35)  
 "Mobilizing for Peace," by Rev. W. P. Merrill

"Modern Economic Systems: Socialism, Fascism, Capitalism, Communism," by Gertrude Wolfe; American Education Press

"Moratorium on War Debts"; pub. by *News Rev.*, Jan. 11, '36  
 "Next Big War" (*N. Y. Times*, Mar. 15, '36)  
 "Pageant on World Peace," by Paul Harris  
 "Peace and War," Lambeth Conference, 1930; Macmillan  
 "Peace or War," by J. L. Shuler; Rev. and Herald Pub. Assoc.  
 "Perpetual Peace," by I. Kent; U. S. Lib. Assoc.  
 "Presentation of Peace," by J. Smith; Harvard Univ.  
 "Proposed Roads to Peace," by R. Fagley; Pilgrim Press  
 "Speed and More Speed in War," by Liddell Hart (*N. Y. Times*, Dec. 2, '34)  
 "The Student Looks at War," Fieldstone School, N. Y. C.  
 "That Next War Which is to End Civilization" (*N. Y. Times Bk. Rev.*, Nov. 8, '31)  
 "War," by Kerr Eby; Keppel Co.  
 "War and Leisure," by Sidney Greenbie (C.S.M., June 5, '35)  
 "War Debts at a Glance" (C.S.M., June, '34)  
 "War Lord's Prayer," by Mark Twain (*World Telegram*, Aug. 23, '35)  
 "War Must Go," by P. E. Anderson; Paul Pub. Co.  
 "War — Propaganda — and the Press," (C.S.M., Dec. 3, '35)

"What Price War and Peace" (C. S.M., Sept. 10, '34)  
 "What Shall We Do About War?", by Eddy & Page  
 "Why Men Fight," by B. W. R. Russell; Boni  
 "Why We Fought," by Captain Chamberlain; Macmillan, '19  
*Magazine Preferences*  
 "Anglo-American Fight for Peace," *Lit. Dig.*, Oct. 19, '29, pp. 5-7  
 "Battle of the Frogs and Mice," by Piggres, in *Golden Book*, Jan., '35, pp. 49-50  
 "Beauty in War," by H. K. Roberts, *Atlantic Monthly*, Feb., '30, pp. 244-266  
 "Can the Church Bring Peace?" in *Lit. Dig.*, Aug. 6, '32, p. 20  
 "Case for the Soldier," by John W. Thomason, *Scribners*, Apr., '35, pp. 298-299.  
 "Civilization on Trial," by H. G. Wells, *Foreign Affairs*, July, '35, pp. 595-599  
 "Danger of War Talk," by W. N. Eber, *Current History*, Dec., '33, pp. 265-269  
 "Despite the Storm Blue in the Sky," *Graphic*, Nov., '34, p. 558  
 "Does the World Want Peace?", by D. J. Hill, *Current History*, Dec., '30, pp. 231-325.  
 "Drag Net of War," by Carleton Beals, in *Scribners*, June, '31, pp. 603-611  
 "Dragging America Into War," by B. T. Borchard, *Current History*, July, '34, pp. 392-401



"Drift to War," by F. H. Simonds, in *Current History*, Oct., '35, pp. 1-7

"Europe," by W. Martin, *Atlantic Monthly*, Feb., '31, p. 237

"Fighting for Peace," by W. Steed, in *Rev. of Rev.*, June, '30, p. 49

"From Wilson to Wilson," by F. H. Simonds, *Atlantic Monthly*, Jan., '25, pp. 32-42

"How America Champions the Cause of World Peace," by R. Shaw, *Rev. of Rev.*, Nov., '35, p. 42

"How to Build a Peace Program," by J. Addams, *Survey Graphic*, Nov., '32, p. 550

"How War Makes Depressions," *Lit. Dig.*, Sept., '31, p. 40

"If War Should Come," by P. C. Jessop, *Current History*, Jan., '35, p. 393

"Inevitability of Peace," by F. R. Dulles, in *Scribner's*, Oct. '34, p. 237

"Is a United Peace Front Desirable?" by J. Addams, in *Survey Graphic*, Feb., '34, p. 60

"Is Economic Planning Possible?" by Newton Baker, in *Rev. of Rev.*, Sept., '31, p. 57

"Is Mankind Talking Itself Into War?" by P. Wilson, in *Lit. Dig.*, May 19, '34, p. 29

"Is the Cannon Fodder Ready?" by George Seldes, in *Scribner's*, Feb., '31, p. 115

"The League's Work for Peace," by J. T. Shotwell, in *Current History*, Nov., '35, p. 119

"Life, Art and Peace," by J. W. Krutch, in *Atlantic Monthly*, Jan., '29, p. 52

"MacDonald Indicts War as Man's Curse," *Lit. Dig.*, Feb. 2, '35, p. 5

"Making Posters Work for Peace in Europe," *Lit. Dig.*, Aug. 27, '32, p. 17

"Mars, His Idiot," by H. M. Tomlinson, in *Harpers*, Aug., '35, p. 278

"Mars Seeks Protective Coloring," by R. Shaw, in *Rev. of Rev.*, Dec. '29, pp. 82-93

"Must We Always Have War?" in *Lit. Dig.*, July 25, '31, p. 21

"New Propaganda for War," by Gilbert Seldes, in *Harpers*, Oct., '34, pp. 540-554

"Nightmare of the Next War," in *Lit. Dig.*, March 14, '31, p. 14

"Nonstop Peace Advocate," by W. Hard, in *World's Work*, Mar., '29, pp. 76-83

"Notes on the Next War," by Ernest Hemingway, in *Scholastic*, Nov. 9, '35, p. 7

"Our Confusion Over National Defense," by C. A. Beard, in *Harpers*, Feb., '32, pp. 30-36

"Peace is a Practical Business," in *Rev. of Rev.*, Jan., '29, pp. 30-36

"Peace or War?" by F. Simonds, in *Rev. of Rev.*, Jan., '31, p. 50

"Peace, Peace — but There is no Peace," in *Lit. Dig.*, Sept. 21, '35, pp. 17-18

"Peace, Peace! When There Is No Peace," in *Lit. Dig.*, Nov. 25, '33, p. 17

"Realities of World Peace," by A. B. Hart, in *Current History*, Oct., '30, pp. 70-73

"Road to Peace," by John Foster Dulles, in *Atlantic*, Oct., '35, p. 493

"Sentries in the Storm," in *Survey Graphic*, May, '33, pp. 238-239

"Sixteen Years of Peace," in *Lit. Dig.*, Apr. 6, '35, p. 12

"Soldier's War, or the Other," in *Survey Graphic*, June, '35, pp. 305-306

"Taking Stock of Peace and War," by J. T. Shotwell, in *Scribner's*, July, '31, p. 1

"The Next War," by Tomlinson, in *Forum*, Dec., '31, p. 322

"Threats to World Peace," by Moon, in *Current History*, May, '33, p. 129

"War Horrors," in *Lit. Dig.*, May 14, '32, p. 19

"Wars and Rumours of Wars," by J. T. Gerould, in *Current History*, July, '32, p. 459

"We Need a War," by Jay Franklin, in *Forum*, June, '32, p. 359

"Wars Increase as Man Grows More Civilized," in *Lit. Dig.*, Jan. 20, '34, p. 13

"Warfare by Fire," by F. E. Zanetti, in *Readers' Dig.*, March, '36, p. 27

"What Price Sanctions?" by F. A. Simonds, in *Harper's*, Feb., '36, pp. 257-267

"What Would the Next War Be Like?" in *Scholastic*, Nov. 11, '33, p. 14

"Why Liberalism is Bankrupt," by N. Pfeffer, in *Harper's*, Aug., '34, pp. 257-269

"Will It Be This Kind of War?" in *Scholastic*, Nov. 9, '35, p. 20

"Would Another War End Civilization?" by Liddell Hart, in *Harper's*, Feb., '35, pp. 312-323

"Why We Have Not Seen the End of War," by J. B. Moore, in *Rev. of Rev.*, July, '30, p. 71

"World-mindedness Is Not Enough," in *Wilson Bulletin*, Sept., '34, p. 29

"World Peace and the College," by G. E. Snively, in *School and Society*, March 15, '30, p. 355

#### SUGGESTED LIST OF BOOKS ON OTHER COUNTRIES AND PEOPLES

Proudfit, Mrs. I.: "Ugly Duckling: Hans Christian Andersen"  
A life of the Danish writer of fairy tales. A beautiful full length portrait, sympathetically told.

Lagerlof, Selma: "Memories of My Childhood"  
A simple chronicle of the childhood of the famous Swedish writer. The atmosphere and folk



spirit of the Northlands pervade this book.

Waln, Nora: "House of Exile"

"Completely absorbed into Chinese family life while making a visit to the House of Exile, a pastoral homestead that has endured through 35 generations in North China, the author has painted an entrancing picture of it all, from the rites that attend the farming seasons, the wedding, burial and birth ceremonies, down to the details of etiquette, costume and food."

Lin Yutang: "My Country and My People"

A young Chinese returns to an appreciation of the contribution which his country has made to civilization.

Eckstein, Gustav: "Naguchi"

"That all of the heroes in the conquest of disease are not of Aryan origin, is proved by this fascinating biography of a Japanese scientist who finally, after making a valuable contribution to medicine, died of Yellow Fever in South Africa."

Sugimoto, Iсту: "Daughter of the Samurai"

"Charming and authentic picture of the life of a Japanese girl, her studies, training, hours of play; in the background are the thoughts and customs of a Samurai household."

Breshkovsky, E. K.: "Little Grandmother of the Russian Revolution"

"A dramatic record of devotion to the cause of Russian freedom. Composed of reminiscences of her seventy-three years, thirty of which she spent in exile in Siberia, and of some especially interesting letters written to friends in America."

Skariatina, Irina: "World Can End"

"The High-Lights of the Russian Revolution are vividly reflected in the author's careful diary."

Sheean, Vincent: "Personal History"

"An American reporter gives a vivid, gripping account of the present European scene. Penetrating comment on political and social affairs."

Addams, Jane: "Twenty Years of Hull House"

"An interesting survey of development of social, civic, and other activities of Chicago's famous neighborhood house, with auto-biographic notes and personal experiences at home and abroad."

Antin, Mary: "Promised Land"

"Autobiography of a girl born in Russian Poland, who came to America with her family when she was 12 years old. She describes her first impressions of American life, her experiences in the public schools, and above all her feeling of the opportunity that America offers the oppressed of other lands. A story of absorbing interest and literary

distinction. The author made a brilliant record in Barnard College."

Panunzio, C. M.: "Soul of An Immigrant"

"An absorbing story of the adventures of an Italian boy in a Foreign country, exploited by street contractors, in lumber camps, on a New England farm, his struggle for an education, and rise to the professorship of Social Science in an American University. As a complete presentation of the possible transformation of our future citizens, when given the opportunity and right environment, it is most illuminating."

Ravage, Marcus: "America in the Making"

America as seen through the eyes of a Roumanian immigrant, who began as a peddler, and worked his way through a midwestern college.

We could go on indefinitely to mention many fascinating tales, but space is limited and we leave it to you to discover more about our neighbors in other lands through the medium of books.

B. GREENBAUM,

M. A. CONKLIN.

Evander Childs High School  
Library.

## EDUCATIONAL NOTES AND COMMENT

### A Great Educational Change

Education within recent years has made great strides. We have larger and better equipped buildings; improved teaching methods, better teacher-training methods and superior scholarship requirements. The curricula have been enriched and their instruction improved through increased library facilities, better textbooks, more laboratories and visual aids.

Despite these modern improvements, however, "teachers are still thundering in our ears, as though pouring into a funnel; and our business is to repeat what they tell

us. I would have our tutor reform this altogether. At the very outset he should put the pupil on his mettle. Let him taste things for himself, and choose and determine between them. Sometimes the teacher should break a new path, and sometimes the pupil.

"Our schoolmaster should judge what his pupil has gained by the testimony of his life, not his memory. Let the boy examine and sift everything he reads, and take nothing on trust or authority. The man who follows another follows nothing, finds nothing, nay, seeks nothing.



"Who dreams of asking a pupil *what* he thinks of grammar and rhetoric, or this and that sentence in Cicero? No, our teachers hammer them, with all their feathers, in our memory—like oracles, in which the letters and symbols are the kernel of the thing. (But to know by heart is simply not to know, and it is no improvement to 'socialize' the lesson by 'good thought questions' which hammer the text in our memory for the Regents' tests.)

"Book knowledge is mere nuisance. It may do for an ornament, but never for a foundation. I wish that Paluël, or Pompey, those beautiful dancers of my day, could have taught us how to cut capers only by watching them, *without budging from our seat*, as our schoolmasters pretend to *instruct our understanding without setting it to work*. I'd be glad to find someone who could teach us to toss a pike or play the lute without practice, as these men try to make us think and speak well without exercising either our judgment or our tongue.

"In plain truth, our education, its pains and expenses, aim at nothing but to stuff our heads with facts—of judgment, prudence and virtue, no word. Instead of teaching us prudence and virtue, it gives us their etymology. We learn how to decline virtue, but not to live it. If we don't know what prudence

is in effect and by experience, we know it by jargon and rote."\*

These wise words have a familiar ring. They express ideas held perhaps by many of us. They were uttered, strange to say, not in these modern advanced times, but in those decadent backward days some three hundred and fifty years ago, by Montaigne. They still hold true today and with more force. For we are more hemmed in, in the Social Sciences at least, by rigid courses of study, rote drill (not teaching) for the Regents' and by our failure to utilize the scientific methods of thought. We give lip-service to independent thinking and to democracy without asking what the latter is and if it exists, or instructing the children how to think independently so that we may realize democracy. As in the days of Montaigne the schools impart instruction (sometimes) in the form, but not in regard to the substance of things.

RALPH B. GUINNESS.  
Richmond Hill High School.

### Digest of Research in Reading and Language

The fourth annual research bulletin of the National Conference on Research in Elementary School

\*Pages 30-32, with some slight omissions; italics by the writer; from "The Autobiography of Michel de Montaigne," edited by Marvin Lowenthal, Houghton Mifflin Co., 1935. Quoted in full by permission of the editor.

English is entitled *Research Problems in Reading in the Elementary School*. Under the editorship of Professor D. D. Durrell of the School of Education, Boston University, it reviews the present status of research in reading with special reference to "Reading Readiness", "Primary Reading Problems", "Middle Grade Reading Problems". There is a bibliography of 112 items. Critical reviews by Professors Paul McKee, William S. Gray, and Arthur I. Gates are included. The price is 50 cents.

Also published this year is the first Committee report entitled *Bibliography of Unpublished Studies in Elementary School English 1925-1934*. This is a summarization and critical evaluation of recent important studies in elementary school language not otherwise available. The price is 25 cents.

Copies may be obtained by addressing the Secretary, Mr. C. C. Certain, Box 67, North End Station, Detroit, Michigan.

### Plans for the Educational Work of the Metropolitan Museum of Art

The Museum will offer in 1936-1937 an extensive program of gallery talks and lectures designed to serve the various interests of its visitors.

Free talks and lectures for adults will be given every day except Mondays and Fridays. Visitors wishing a better acquaintance with

the contents of the Museum will find among the gallery talks a series of tours covering the more important collections in rotation and a survey course offering a comparative study of the architecture, sculpture, painting, and decorative arts of different countries and periods as illustrated in the Museum.

For those who wish a more detailed study of some phase of the history of art, a number of courses have been planned. From October through January weekly lectures will be given on The History of Painting in the Netherlands and Spain. Courses on The Art of Italy and An Introduction to the Language of Painting will begin in this period and will continue into the Spring. Shorter gallery courses will deal with The Artist and Society, The Evolution of Furniture Types, and Ceramics. Courses in color and design, intended particularly for persons interested in the manufacture, sale, and use of industrial products, will include Design in the Decorative Arts, Color, Design in Contemporary Decorative Art, Design and Color in Dress.

Other free lectures will be the series given on Saturdays and Sundays by invited speakers who are specialists in their fields and several lectures for the deaf and deafened who read the lips.

For persons who have not time to come to the Museum frequently, five courses will be offered, in each of which there will be only one



lecture a month. These will deal with such special subjects as Oriental Art, Types of Painting, Tapestries, The Art of Egypt, and Milestones in American Art.

Also included in the Museum's program of free activities will be showings of the Museum's motion pictures and radio talks on special exhibitions, works of art in the galleries, and new acquisitions.

Special courses for Members of the Museum will be given on Mondays and Fridays. These will include Architecture: Classical and Modern, Prints, Considerations on Painting, Design in the Decorative Arts, Study Hours on Design, and The Changing East. Gallery talks for children of Members will be given on Monday afternoons in November and December.

For classes in the public elementary schools of the city talks will be given by appointment on subjects related to the curriculum. The talks will be given in the galleries, but when necessary they will be

supplemented by the use of lantern slides in a classroom.

Museum courses for which credit given by the city colleges is approved by the Board of Superintendents will be offered free of charge to teachers in the New York City public schools. The subjects to be studied are The History of Painting in the Netherlands and Spain, The Middle Ages and the Renaissance, American History and Art, Craftsmen of the East and West, and Form and Color: an Introduction to the Elements of Design.

A program giving hours, subjects, and speakers for all the appointments from October through January will be published in September. It will be available at the Information Desk or will be mailed upon request to the Secretary of the Museum.

Visitors will find weekly schedules of talks and lectures on the bulletin boards in the entrance hall.

**The Anatomy of Personality**  
By Howard W. Haggard, M.D., and Clements C. Fry, M.D. Illustrated. 357 pages. New York, Harper and Brothers. \$3.00.

To students of higher learning, to social workers and to most educators, the nebulous terms "personality" or its oft-misused-synonym "character" need no introduction. These terms have been glibly written and spoken about by lay and professional alike for more than twenty-three hundred years.

Ever since man coined the term "personality" he has been prone to conjoin to it a myriad of connotations. It seems, that the human mind in all times has been intrigued and lured by the mysteries and intangible qualities of human beings. History relates that Hippocrates, with his "Humoral Doctrine of Personality," was one of the first leaders, if not the first, to attempt to unravel the problem. Others soon followed with their theories and doctrines. In early Greek literature, the School of Theophrastus prevailed. Later the theological view of St. Augustine and the early Christian Fathers predominated. Then in the latter part of the eighteenth century, Descartes and the Romanticists founded the philosophical school. Toward the end of the nineteenth century, the Positivistic School of the biologists was in the limelight. Then came Sigaud and his "Gestalt" School; McAuliffe and his "Colloid" theory; De Giovanni and his "An-

thropological", School; Adler and the "Psychoanalytic" School and most recently Perde and Kretchmer with their "Glandular" theory.

Drs. Haggard and Fry present no theory of their own. Their observations have led them to agree with the Sophist doctrine. ("Man is the measure of all things".) Presented by the Greek School.

Approaching the subject from the viewpoints of physiology and psychiatry, the authors have presented in lucid style a general description and an analysis of the genetic components of personality. Before man can undertake, with wisdom, to understand and improve himself, or to gain a better insight into the behavior of others, say the authors, he must know five fundamental elements inherent in his personality. These are the physique, the driving force (impulse), the intelligence, the temperament and the ego. In subsequent chapters, Drs. Haggard and Fry then give their interpretation of the origin, nature and function and the integration of each of these structural elements. The authors also vividly portray how each of the elements influence an individual's life and character when present in superfluity or in insufficiency. They attempt to support their contentions by frequently referring to and quoting from the famous "Characters" of Theophrastus. (This is the study of thirty portrayals of individual types of character.)



Throughout the book the authors would have the reader see their distinction between personality and character. Personality, they maintain, is inborn, but character is acquired. It is "a product resulting from the action of the environment upon the personality." "The adaptation of the personality, the conditioning of its inherent qualities," maintain the authors, "results in patterns of reaction and modes of behavior, which in time become character."

To describe the "Anatomy of Personality" simply as a well-organized presentation is to under-value it and overlook its primary importance. This importance lies in the authors' recognition of the difficulty man will always have in his attempts to adjust himself to an ever-changing environment. They particularly warn against the bias which prejudice plays in man when he attempts to analyze his own character or to judge others.

This volume is an interesting and worthwhile contribution.

M. DONALD ADOLPH.  
Thomas Jefferson High School.

### **The Next Hundred Years: The Unfinished Business of Science**

By C. C. Furnas. Reynal and Hitchcock, 1936. 401 pages. \$3.00.

Professor Furnas of the Department of Chemical Engineering at Yale visited the heralded Chicago's

Century of Progress celebration and came home convinced that the world knew little of science in comparison to what is still to be discovered. According to the professor, we have only begun to solve some of the mysteries of our complex life.

The whole field of science, pure and applied, is interestingly discussed by Professor Furnas. He dwells upon the work of the biologists, the chemists, the physicists, the engineers, the sociologists, the psychologists, and the educationists. He talks about the necessity of sterilization for the unfit, the need for birth control, the importance of the tonsils and the endocrines and the obscure and mysterious part they play, the uncertainty of spontaneous generation, the waste of natural resources and numerous other things. Professor Furnas thinks there are hundreds of thousands of natural compounds that may be put to use in order to improve the organic efficiency of man. Scientists still have the task of learning how to duplicate these natural compounds, he maintains.

When the professor drifts into the social-economic problems of our present Machine Age, it seems to me, he is in a quandary. According to the professor, the average American family should have an income of \$3,000 a year, but how this money is to be acquired with the unemployment problem

as it now stands, the professor does not seem able to tell us. He thinks a redistribution of wealth would be a good thing, yet he will not relinquish his faith in the capitalistic system. The professor is well aware of the fact that science has not as yet evolved a method of extracting gold cheaply from the sea.

"The Next Hundred Years" provides plenty of matter for thought for all scientifically minded individuals. It is a co-selection of the Book of the Month Club for January.

M. DONALD ADOLPH.

Thomas Jefferson High School.

### **Industrial Arts Education in Secondary Schools**

By Ray Stombaugh. Teachers College, Columbia, \$2.10.

This survey traces back sixty years the movements which have influenced the practices of today in industrial arts education.

On the basis of observable trends, it attempts to articulate a philosophy for guiding the development of this type of education. It points to present weakness in the instructional program and outlook, and provides specific aid in the matter of curriculum construction, teaching methods, and devices.

Dr. Stombaugh's study is a solid and worthwhile contribution to his field, and ought to lend very neces-

sary direction and point to efforts that have too often been marked by lack of vision and practical utility.

A. H. LASS.

### **Traits of High School Students Interested in Teaching**

By Tressa C. Yeager. Teachers College, Columbia University, \$1.50.

In this study, Dr. Yeager attempted to discover what particular traits were manifested by high school seniors looking forward to teaching as a profession. In measuring their socio-economic status, intelligence, scholarship, leadership, attitude toward teachers and the teaching profession, she discovered the following facts. Those students indicating a preference for teaching were separated from the general group. The comparisons follow.

1. The teaching-preference group exhibited a slightly higher socio-economic status and intelligence.
2. Their scholarship was superior.
3. They showed a greater tendency to lead in extra-curricular activities.
4. Their attitude toward teachers and teaching was highly favorable.
5. In general, they were a more stable, more self-sufficient group.



The study seems to have great value for those engaged in exploring vocational aptitudes and tendencies in the high schools.

A. H. L.

### Welfare Services in the Public Schools

By Everett C. Preston. Teachers College, Columbia University, \$1.50.

This is a rather legalistic document examining the present statutory provisions for social, recreational, and medical services advocated in the forty-eight states. It seeks further to outline the implication of these provisions for education. It attempts to define the relationship between home, school, and society in these respects.

Dr. Preston aims at the formulation of some consistent policy which will enable the child to realize himself most fully through the various social agencies set up for his development. Today, there is much confusion as to just exactly what part society and the school have to play in affairs of a social and recreational nature. There is much overlapping and much working at cross purposes. The school is increasingly taking over the functions of a social agency, in addition to its exclusive ones as an instructional one. The functions of the home are also being supplemented in many respects

by the schools. In addition, the schools are gradually, though reluctantly, taking over services hitherto confined to extra-school agencies. There is need for clear definition of policy and function here. Although Dr. Preston's thesis does not supply the final answer, it does point the direction in which both legislative and educational bodies should be moving.

A. H. L.

### Economic Ability of States to Finance Public Schools

By Leslie L. Chism. Teachers College, Columbia, \$1.85.

This study covers the period 1922-1932. It reveals the truly appalling variability in the capacity of our states to pay for the education of their citizens. For the decade here covered, the relative incapacity of the poorer states remained constant.

What this means in terms of education, Dr. Chism has not too thoroughly expounded. He has been content merely to compile these very thorough-going data, implying rather obliquely that educators have a stake in the financial condition of the society in which they work. Pedagogical theory, however, exalted, fails to translate itself into action unless somewhere money can be found to make the ideal real.

Education, as we all have learned, is the first to be attacked

in times of stress. The depression has driven that bitter lesson home in no equivocal terms. The growing tension evident throughout the country is drawing the lines even more sharply. The ululations of the budgeteers have not yet died down. As between the rights of childhood, the interests of democratic society, and the preservation of the status quo, the choice of vested interests has been unmistakable in the past, and grows more brazen and callous daily.

We recommend this study to all who desire a view of the cruel inequalities possible in a land where all are allegedly equal. Dr. Chism's cold statistics have eloquence and significance which educators and citizens cannot safely disregard.

A. H. L.

### Mathematics in Modern Education

Eleventh Yearbook, National Council of Teachers of Mathematics, Teachers College, Columbia, \$1.75.

An attempt in this volume is made to place mathematics in perspective in a universe of shifting and shifted values. Dr. W. D. Reeve opens the discussion by meeting the attacks against mathematics head-on. He faces the onslaughts of its critics honestly and courageously. His head bloody but un-

bowed, he insists that mathematics, properly taught, and its teachers properly trained, has no cause to fear those who would banish it as a futile, unreal pursuit. Dr. Reeve's answer is not entirely convincing, although his willingness to face realities is admirable, indeed.

Dr. Betz writes a penetrating analysis of the changing character of the secondary school curriculum and the new place that mathematics must occupy in it.

A stimulating and inspiring chapter on the "Contributions of Mathematics to Civilization" is contributed by the fecund and tireless David Eugene Smith.

In another chapter, George Wolff points out how mathematics is related to other fields of knowledge, specifically the arts and the sciences.

"Mathematics and General Education" is discussed by W. Lietzmann, who deals with the scope and significance of mathematics in the life of the educated adult. He discusses in a general way mathematics and the vocations, and the relation between generalized thinking and mathematics.

These and other chapters in this volume reveal the aliveness of mathematics educators to the relation between their subject matter and the social and cultural implications of the whole educative process.

A. H. L.



## Major American Writers

By Howard Mumford Jones and Ernest E. Leisy. Harcourt, Brace, \$3.75.

Students of American literature will welcome this anthology of over fifteen hundred pages. The authors have wisely refrained from including too much in what was merely intended as an introductory course. The selections range from William Byrd to Frank Norris, omitting almost all the minor figures. These the authors feel can be found elsewhere.

With so selective a viewpoint, the authors achieve something outstanding in anthologies. Every bit of material included has intrinsic merit and interest. A large proportion possesses literary excellence.

Aside from what it gains by confining itself to the major figures in our literature, this volume has certain physical characteristics that place it far ahead of most texts in this field. The type is unusually large and clear. All the prose and much of the poetry appear on single column pages.

Intended primarily for college students, it has a definite place in the growing number of courses in American literature in the secondary schools. The material is for the most part well within the scope of high school students. The selections represent the important fields of the authors' works. Thus the student sees the author whole.

There are no dismembered fragments here. Social and literary backgrounds are treated in a long introductory essay. A thumb-nail chronology and a brilliant literary sketch precedes each author's work.

"Major American Writers" is an achievement in book-making. It delights the eye and the mind.

A. H. L.

## Individual Satisfaction in Adult Education

By Olive O. Van Horn. New York Adult Education Council, Inc., 222 Fourth Ave., New York.

This study was prompted by a desire to secure some sort of composite picture of the individuals who seek adult education in the metropolitan area, and what motives seem to guide their bewilderingly diverse choices. The New York Adult Education Council, which sponsored this inquiry, is a unique organization. It acts as a clearing house for the 1900 odd local agencies devoted to the interests of adults. Beginning in 1933, literally on a shoe-string, it has on tap at present detailed information about 20,000 offerings in 1257 subjects. Its annual report for 1935 reveals that it directed 23,000 adults into profitable and satisfying activity, and answered over 1100 questions from organizations relating to program making.

There is no other agency in the city of similar scope.

The council estimates that of the 4,633,976 adults in New York City, between 400,000 and 500,000 may use adult education annually. What this represents in terms of intellectual hunger, personal frustration, and occupational dislocation, it is difficult to calculate. But it requires little imagination, we submit, to recognize vast possibilities for social good in these as yet inchoate stirrings among the masses. Strangely enough, however, the impetus to the whole adult education movement comes today, as it did in the past, not from the dissatisfied mass itself, but from "real or alleged experts who plan and execute the programs". There are few indications at present of the coöperation between user and consumer in adult education so necessary to formulation of an intelligently articulated program.

It is the hope of Miss Van Horn that her study may, by supplying some of the essential data, be the beginning of such rapprochement. The 1000 users of adult education who posed for this portrait may furnish the material groundwork for the redefinition and clarification of ends and means in adult education, as well as a few revealing hints concerning the psychological and sociological factors that lie behind adult choices.

The median age of the group

under consideration, Miss Van Horn found to be 25. 42½% fell under 25. Other recent studies show a similar trend. After 40, the ratio of users seems to drop.

There are no sex differences observable among members of the group. The men constitute 46.5% of the group; the women 53.5%.

Most of the group have had a high school education, or better. Only 5% did not complete the eighth grade of elementary school.

The percentage of unskilled and semi-skilled workers is exceedingly small. An overwhelming number are drawn from the professional and white-collar classes.

31% confessed to non-vocational purposes in seeking education. 69% wanted opportunities for increasing their occupational efficiency. This would seem to indicate that the economic motive, so far as this group is concerned, is vastly more compelling than any other.

Those areas which seek enlargement of personal awareness, deepening of creative and social propensities, do not enlist a very large number. About 25% are interested in the creative arts and recreational activities. A pitiful 5% are curious about what they can do about improving their functioning as civic, political, and social beings. 37% express a desire to do something about the conditions in which they live. But only a minute percentage actually carry their desires into action.



The author points to a need for basic reforms in the adult education program. First, there must be a relaxing of the hold of the present authoritarian dictation from above so that the whole may take on the aspect of a more coöperative, and hence more fruitful enterprise.

There is, secondly, a dearth of information about adult interests and desires which must form the basis of intelligently conceived programs.

Lastly, a new orientation must take place in terms of helping the individual to a larger, saner personal and social intelligence. This ought to be the primary motive of adult education in a democracy. Adult education ought to serve as an energizing force in the life of the mature and maturing adult, helping him to live his life in continuous and expanding awareness of the complexities of his new world and his obligations in relation to it. It can still maintain its original function of stamping out illiteracy, and its later one of vocational advancement. But fundamentally, it must consider itself as an instrument for the propagation of dynamic social intelligence, for the establishment and maintenance of a vigorously critical spirit among the people, for the heightening of the individual consciousness in these dark days and the uncertain ones to come. These are its ineluctable duties.

Only by thus liberating and directing the social intelligence can it secure the people against succumbing to that facile demagoguery which battens on ignorance, indifference, and despair. Adult education in a democracy is the only insurance today against national disaster. It stands between a desperate, confused people and the kind of national helotry into which so many European millions have sunk.

Miss Van Horn's study is not so emphatic on this point as it might be. Yet it seems to us of crucial importance.

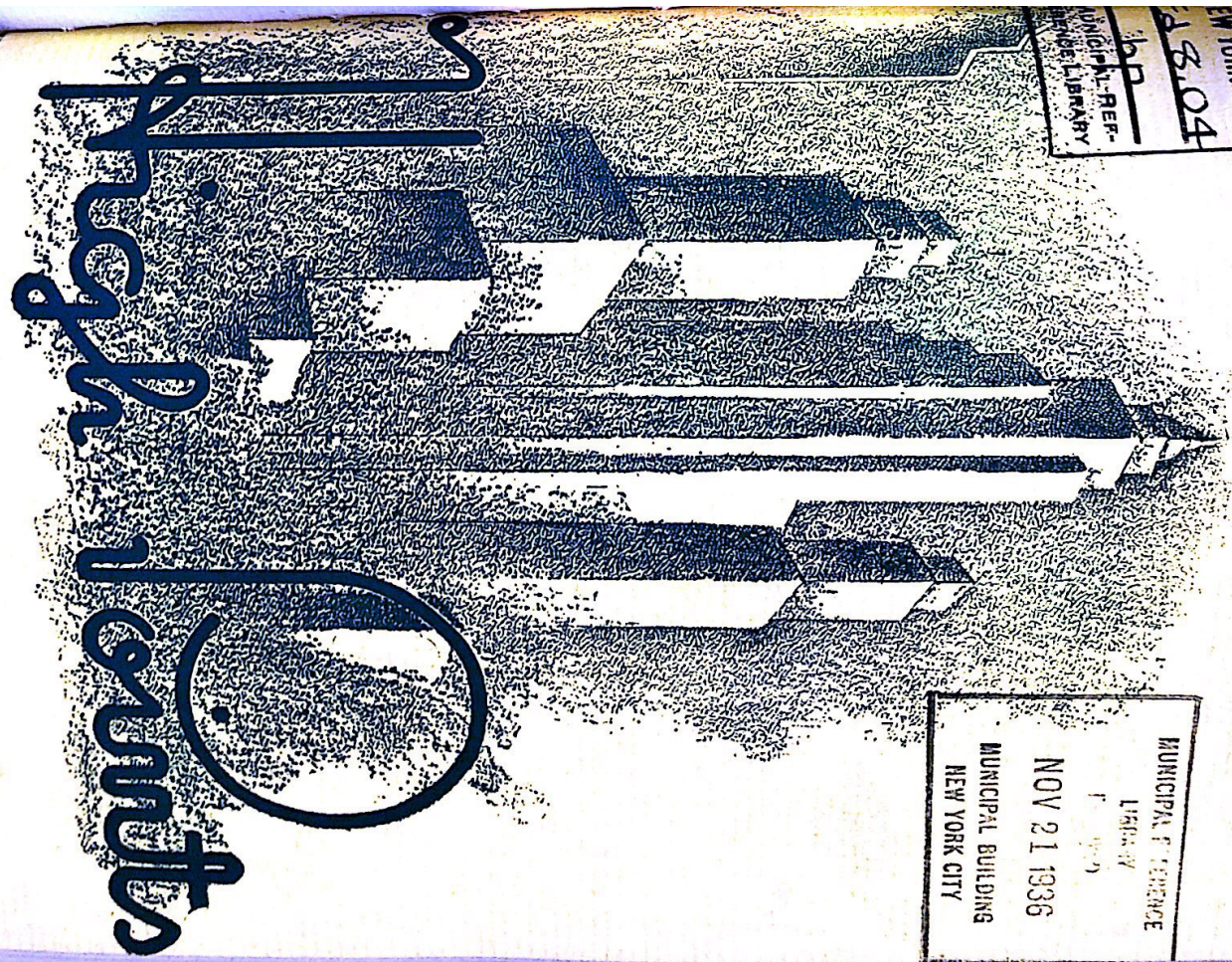
There is a distinct danger, we feel, that in attempting the rehabilitation of the individual in terms of immediate comfort, certain larger and more permanent objectives are being submerged, and thus the individual himself is being unwittingly deprived of those insights which will enable him to forge for himself and his kind a better life in the future.

The twenty-eight pages of this pamphlet are well worth your time. They are packed with implications of far-reaching significance for the present and the future. Miss Van Horn's work is a brave step into the unexplored. It deserves, for all its modesty and self-effacement, wide circulation and the sober consideration of all educators.

A. H. L.



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HIGH SCHOOLS OF THE  
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NOVEMBER • NINETEEN HUNDRED THIRTY-SIX



# HIGH POINTS

IN THE WORK OF THE  
HIGH SCHOOLS OF  
NEW YORK CITY

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## FRENCH IN LONDON SCHOOLS

### REPORT OF A VISIT TO TWO LONDON SECONDARY SCHOOLS

MY visit to London schools gave me further proof of the advantages of the small school in a small community over the large school in an extensive community. In each of the two schools I visited, there were only three teachers of French; three teachers directly responsible for all the errors of pronunciation of grammar, of non-attainment or of indifference; three teachers directly responsible, too, for all success in attainment, in skill, in enthusiasm; three teachers who meet daily to discuss intimately their pupils' characters, skills, and shortcomings; three teachers who work together for the good of the triumvirate. It was noteworthy that in each of these schools the English sense of good sportsmanship of each teacher ascribed all the excellencies of the pupils to the work of the other colleagues.

The principal advantage of the small community school is in the higher standard it gives the pupil. He and his family are known to all the members of the class; he and his family know the families of all of his class-mates. That fact establishes a standard of scholarship and of discipline on a distinctly higher level than obtains in a huge

school where a pupil is unknown, where his family is unknown, where he is one of thousands. It is to be hoped that London will never fall a victim to the New York love of superlative, and be led to consolidate or expand her small schools. At present the tendency in London is to build small community schools, and to locate them on the outskirts of the city. In fact, there are now only two secondary schools within the limits of the inner city.

Most noticeable in both schools was the total lack of disciplinary problems. In all the six classes I saw, every boy and girl sat rigid, with hands behind backs or holding books open if books were in use, attention completely riveted on the work in hand, without waver of interest, with never an attempt to bother one's neighbor. It just "isn't done" in an English school. Never once did I hear a reprimand, not even a mild "please pay attention". Can you measure the saving in nervous energy which that means for the teacher!

These visits showed me, too, the value of intelligent organization. It is the Inspector for Modern Languages of the London County Council who prescribes the work of



the classes in French and writes text-books. The result is uniformity in standards and uniformity in methods. For the first six weeks in every beginning class phonetics is prescribed; the result is a uniformly excellent pronunciation. Phonetics is used intelligently. The teacher must be able to write the Passy International Phonetic Alphabet, but the pupil is never (or rarely) required to *write* the phonetic script, but he must have a thorough recognitional acquaintance with it, so that if the teacher corrects an error in pronunciation by writing on the board *y* not *u*, the pupil must understand the value of the correction. The pupil may be asked to write in correct French a passage given him in phonetic symbols, but he is rarely, if ever, asked to transcribe a French passage into phonetic symbols.

To anyone who has had the experience of unwinding the bolt of red tape required to get permission to visit a school in France or Italy, the simplicity of the process in England is refreshing.

The London County Council is housed in the huge County Building that faces the Houses of Parliament from across the Thames at the other end of the Westminster Bridge. There I presented myself to one of the Education Officers (our Associate Superintendent), established my identity, explained my mission, and enjoyed a pleasant discussion of the differences in

ideals of American and British education.

Incidentally, this gentleman explained that they were often hard put to it to comprehend in England the meaning of our terms. For example, he said, "Just what does *university* education mean in America? I see in the catalogue of a famous university located in New York City advanced courses in *millinery* and in *tap-dancing*; just where would we fit those courses into our scheme of *university* education?"

The following morning I received in the mail a courteous letter from the Education Officer notifying me what schools he had arranged to have me visit and how to get to them. Nothing could have been less involved nor more expeditious. The first was a mixed Central school, which corresponds somewhat to our Junior-Senior High School.

The Fleet Central Mixed School draws its clientèle both from St. Pancras, a rather ordinary section of lower class homes, and from Hampstead, a section inclined to a certain show of upper middle class elegance, each house set in its own garden. You approach the school through the busy Mansfield Road, past the brick yards and coal yards and dingy working-men's homes. The L. S. and M. Railway flanks the school grounds. The building itself is the type of elementary school building that New York erected

about the middle of the last century. It is a three-story pile of brick surrounded by asphalted playing grounds. The stairs of asphalt and the walls of tile remind you again of the New York elementary building. The building is gas-lighted, and each room is provided with an open fireplace for heat. This school may well be one of those in which the teachers are protesting against frozen ink in winter.

In the classrooms, the first thing that strikes the practical New York teacher is the lack of blackboard space. Two small 3 x 4 boards on movable stands are all the blackboard space provided. These are intended rather for the use of the teacher than of the pupils. This lack of board space forces the instruction to be aural and oral rather than visual.

A great deal of use is made of concert recitation. That the concert recitation succeeds as well as it does is due to the English child's serious attention to business, to his will to work, and to the high standard set by his family, school, and community traditions.

Instead of blackboards, there is a profusion of pictures, posters, maps and other decorations that add to the cheeriness of the bright, sunny rooms. The London County Council maintains at its offices in the County Building a Sample Room, containing samples of all the pictures, maps and other *realia* at its disposal. The teacher has only

to come to the collection, pick out what she wants for the term and it is sent to her without delay. The next term she may have an entire new outfit. This Sample Room also contains an actual sample of all the books, equipment, paper, material of every description that can be had on requisition. Again the teacher can see and touch the article she wants before ordering it, a system that makes for higher standards and more complete satisfaction.

The Headmaster of the Fleet Central Mixed School is an able, kindly man, who loves his work and his pupils. For his community he acts as counselor and confidant, a sort of father-confessor, somewhat like the *curé* of the French village. He is the Child Guidance Bureau, the Bureau of Vocational Guidance, and the Placement Bureau rolled into one. He sees to it that pupils are kept in school as long as is advisable, and when they do go out to work, he interests himself not only in the job they get, but the salary that is tendered them. The legal school-attendance age in England was 14 until this past summer, when the age was raised to 15, although a number of exemptions were incorporated into the law.

The three teachers of French in the Fleet Central School are all British, but from different parts of the far-flung Empire. The only man is from the Channel Islands, one woman comes from South



Africa, and the other from Wales. All have spent considerable time in France and handle French with complete competency and fluent flow.

The pupils of this school would be rated second best in New York. The best pupils, that is to say, those who gain the highest ratings in the examinations set by the County Council at the close of the elementary course, enter the *Secondary Schools*, the next highest group enters the *Central Schools*; that is this group. These pupils all take commercial subjects and go ultimately into commercial life. Very few take the *matriculate* examinations that lead to professional careers. All pupils must take one language and in this Fleet Central School all choose French. No other language is taught there. Text-books are free, but in one class of 48 pupils, every one had bought his own book, because he wanted to own it. French is given for five years, four times per week, in a forty-five minute period.

The best class I saw was a show class, a class that had given up its English period just to show me what it could do in French. There were 48 in the class, about equally divided between boys and girls. The average age was about 13. It was a second year class. The teacher asked questions in French, the pupils answering in French. They knew how to tell time, dates, the days of the week,

the months, seasons, parts of the body, ages, names of fruits, flowers, animals and vegetables. They knew the vocabulary of buying and selling, what one buys at the milliner's, at the grocer's, butcher's, druggist's. They sang songs, "Frère Jacques", "Au Clair de la Lune", "Malbrough s'en - va-t'en-guerre", "Fais Dodo". They recited in concert the disjunctive pronouns with *chez*, they gave paradigms of verbs, the present of *acheter*, *envoyer*, the past indefinite of *fermer*, *finir*. And throughout the entire 45 minutes, every boy and girl sat erect with hands behind backs, eyes glued on the teacher, without a moment's swerving of interest. No one wanted to leave the room, no one prompted, no one needed to lower a shade, no one coughed, there was none of the little incidents that betoken a wavering interest.

In the pretty precision of their pronunciation, the readiness of response, the accuracy of their answers, in the wide acquisition of vocabulary, in the eager participation, in their keen interest, in their unswerving yet willing attention, this class was one of those rare prizes that fall to a teacher once in a lifetime. It is distinctly superior to the ordinary run of classes in a New York high school and was, indeed, superior to any other of the six classes I saw in England. These pupils had had but one teacher, and they reflected the excellence of her pronunciation, of her pedagogy and

the charm, the cheer, the confidence, that she radiated.

The fifth (final) year class was also an interesting group, composed of 16 boys and 15 girls. The text-book used was the one prescribed for the schools, Mr. F. A. Hedgecock's "An Active French Course", for 1st, 2nd, 3rd, and 4th years, published by the University of London Press. (Mr. Hedgecock is the Inspector for French for the London County Board.) In this class the pupils read selections in French from the fourth year book, passages based on the geography of France (*realia*). With books open, the teacher asked questions in French on the text, with special reference to a map of France found in the book. Here again I was struck by the excellence of the pronunciation and the readiness of response. However, the teacher was content with one-word answers and did not require complete sentences, so that the exercise became one of comprehension rather than of fluency in the oral use of French.

That pedagogy in London, as in New York, sometimes runs on the rocks of administration, was illustrated in this class, where two boys had started with the class in the second year without ever having had any first year French, and where two girls had had only two years of French in all, but were put in this fifth year class because of their age and because they were

in all other subjects ready to be graduated with this group.

The third class I saw in this school was a third year class of about 40, half boys, half girls. They, too, were reading from Mr. Hedgecock's "An Active French Course" (third year), a text on *Ce qu'on mange*. The text was read aloud by the pupils and the meaning gotten at by French question and answer, occasional translation of key-words, and a deal of supplemental information supplied by the resourceful teacher. This information concerned mainly word families (*volaile* — *voler*); derivations (*charcutier* — *chaîne cuite*); and synonyms (*plat de prédilection* — *plat favori*, *plat de préférence*). In this class I found the pronunciation much less brilliant, much more English in intonation and careless of vowel sounds. But the class claimed my special commendation for the excellence of its note-books. Each pupil keeps a special note-book for *dictées*, of which a large number are given. After the correction in class, they must be carefully copied in this note-book and handed in to the teacher. If errors still remain, the *dictée* must be again correctly re-written. But "carefully written" means in England a standard of elegance in penmanship and pride in work which we rarely attain in a New York school, which has to contend constantly against extra-mural standards of mediocrity. This note-book



is the pupil's pride and pleasure. He places it among his most prized possessions and preserves it to show to his children and children's children.

The second school visited was the Walmstead Secondary School for boys at Southfields near Wimbledon. The *Secondary School* differs from the *Central School* in that it prepares for the university matriculations, for the professions, for civil service, and for government careers. Its pupils are the pick of those who succeed best in the County Board uniform examinations given at the close of the elementary course. By their success in these examinations, the pupils win scholarships entitling them to free tuition in the secondary schools for a period of five years. It must be remembered that secondary education in England is not free; primary education is.

Tuition at Walmstead is set at twelve pounds a year for in-county boys and forty-three pounds for those living outside of the county. The forty-three pounds is excessive, with the result that there are no boys at the school from out of the county. In fact, it is a small neighborhood school of 400 boys, all well acquainted with one another, whose families are well acquainted with one another, and whose parents have signed a contract with the government to keep their sons in school for five years. The neighborhood is an excellent one of re-

finied upper middle-class homes. It is easy to realize the pedagogic relaxation in a homogenous small group with a cultural background and high family standards.

There are no disciplinary problems. Cases of pilfering, cheating, lying, are unknown. Jealousies and petty quarrels are settled by the boys among themselves and rarely reach the masters. There are no monitors or traffic squadmen. There is no running or undue haste in the halls; the atmosphere of the school is one of friendly, cheerful coöperation.

The building is a three-story brick structure, only about ten years of age, set in its own grounds of perhaps a dozen acres which are laid out in gardens and playing fields. A couple of gymnasium groups in shirts and shorts were playing basketball in the brilliant sun of a perfect English May day.

This is an extremely male school, no girl pupils, no women teachers. The masters all wear black scholastic gowns. These are for the most part old and torn and covered with chalk-dust. They catch on the seats, they slip off the shoulders, they frequently catch under foot, and are generally sloppy and unimpressive. The masters are addressed as "sir". The masters likewise use the formal "sir" in speaking to the headmaster and treat him with great formality, although he is a man of rarely frank cheer and charm and the cadet of many of his staff.

Each year the school organizes a trip to the continent under the care of the masters, either to Switzerland, Italy, Germany or France, or it receives groups of pupils from these countries for fortnightly visits. All the pupils in this school are required to take one language and they all elect French. In the third year they may elect one additional language, German being the most popular choice, with Latin a very poor second. There is no Spanish, no Italian, no Greek, no Hebrew.

I did not see any French in this school that reached the standard of excellence of the Fleet Central School, although pupils are supposed to be of a higher intelligence quotient. The most interesting work was being done by a group of beginners that had come into the school after Easter and were being rushed through a combination phonetics-grammar course to make up for time lost between February and April. These youngsters of about twelve pronounced with charming accuracy, and showed great ingenuity in employing their still limited vocabulary in the formation of original French sentences. Their teacher was unusually alert, adroit and resourceful.

Another third year class of 31 boys showed considerable ingenuity in guessing at the meaning of a new reading passage seen for the first time.

An advanced class of the fifth

(final) year of French was treating a difficult reading lesson by the age-old translation method, each pupil reading a few lines in French and then translating them into English, as if it were a class in Latin, Greek, or Sanskrit. The class numbered but fourteen members, the most advanced in the school, but, unfortunately, the pronunciation was the poorest I heard anywhere. It seems that the more the attention is centralized on meaning, on getting a smooth English translation, the more slovenly the pronunciation becomes. The intonation of the sentences was decidedly English, the vowels were dragged, consonants swallowed, and the very colloquial glottal stop, so characteristic of poor pronunciation in English, was allowed to mar the French. This class demonstrated very conclusively the superiority of the new modern language pedagogy, with its emphasis on oral and aural skill, over the old translation methods.

The most interesting experiment I saw in this school was one of organization. They are trying parallel classes in French. At the end of the first year the pupils are grouped according to the results obtained on an examination set in the school. The best third of the pupils are put into Set A, the next best into Set B, and the poorest into Set C. The program is made so as to allow all three Sets of the same form of French to recite at the same



period, so that a pupil who is wrongly placed can be shifted to his proper Set. This grouping according to language ability continues throughout the rest of the course. The classes remain fairly constant, in view of the parents' contract to keep the pupil in school for five years. The variation in the work of the different Sets is both in quantity and in quality.

Another interesting experiment in this school was being carried on by the Headmaster in a class of third year English. He was trying to teach accuracy of pronunciation and appreciation of rhythm by group-reading of poems. It was an extremely socialized recitation. The boys were allowed to choose the poems they preferred, and the group of eight readers was chosen by a pupil. The group stood before the class and read the poem aloud in concert. The class criticized, commented, and sometimes the poem had to be read through three or four times before it was allowed to pass muster. Accuracy of pronunciation, reading in thought groups, the mood of the poem, its rhythm and speed, the quality and amount of voice, were the points especially stressed. The class was a delight. The teacher commanded without effort, the pupils were free and untrammelled. It was not a class in school, it was a literary group at a Club. Interest and enthusiasm were keyed to a high pitch, but always kept within bounds by the English innate sense

of decorum. And the pupils had so grown to love these poems talked off in the appropriate manner that almost all of the boys knew them all by heart.

My visiting day ended as an English day fittingly should with a congenial tea served by the sympathetic Headmaster to some of his Faculty and their overseas guest in his private office.

Apropos of texts used in London French classes, I was struck by the number of books that are the same as are used in New York schools, due to the fact that Heath, Ginn, Oxford Press, Scribner, Macmillan, Thomas Nelson, the Canadian publishers, all have agencies in England. In addition I noted that they go in for modern stories, such as *Le Premier Shampooing d'Absalom* by Charles LeNormand, *Le Docteur O'Grady* by Maurois, *Emile et les Détectives* (Kastner) translated by Mme. Faisans-Maury, *Pucinar* by Rebal, a tale about a cat similar to *Malficelli*, the dog story by the same author, and *Through French Eyes*, a collection of thirty-five letters to English boys written by French boys, on modern subjects, such as choice of a profession, why I don't want war, my English teacher, and so on. The tendency in English text-books is to emphasize a vocabulary of high frequency in everyday conversation rather than of frequent usage in literature.

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## HISTORY MAKES WORDS LIVE

A GENERATION ago, a group of prep school boys were indulging in the self-expression recommended by the New Psychology by tearing the classroom apart during the absence of the teacher. Chalk was liberally strewn over the floor, the teacher's desk and chair were almost upside down, paper and books were everywhere. Worst of all, for it was a chill January morning and the Professor was bald, the windows were flung wide open.

The old Latin teacher instinctively guarded his shining pate from the icy wind as he entered, and with bated breath the boys awaited the storm. To their surprise they found the Professor the soul of calmness as he directed the reorganization of the room. He sat quietly at the desk and opened his copy of Cicero's Orations to the day's assignment, but before the lesson began, he looked at them reprovingly and said in a firm tone with the slightest suggestion of humor—just two words: "You Vandals!"

His words struck home—they had power and color. Many of us (for I was one of the culprits) looked at each other puzzled. Perhaps a few easily understood the reference; others thumbed the dictionary to find vandalism there described as "any wanton destruction of property"; but to the handful

who recalled the terrible sack of Rome in 451 by the ruthless Genseric and his Vandals the Professor's words had something more than a pithy eloquence—they had life!

Gradually, through the course of the years, we were to find a new significance in the popular slogan "The Greeks had a word for it". Indeed the Greeks had—but so also had the Egyptians, Babylonians, Hebrews, Romans, and the other actors in the march of Time. History makes words live!

It is no wonder then, that to the lover of history, words breathe with all the drama of resurrection: the past lives again in the form of apparently lifeless words, words which never have really died.

Thus when a European commentator describes the manners of a New York subway crowd as distinctly "Neanderthal", we are quick to learn from the story of primeval man that no compliment is intended. If your profile receives the same characterization, there is no reason to feel flattered.

No profound grasp of Oriental antiquity is required to surrender to the spell of "Sphinx". "Sphinx-like" calls to understanding a silence greater than "sepulchral", if the mind but look at that quintessence of stillness standing in the Sahara.

The "handwriting on the wall"



refers not only to Belshazzar's dream and the fall of Babylon, but to anyone's impending doom.

We clamor for a "Moses" to deliver us from economic despair, just as that great Prophet led his people from slavery in Egypt.

Recall the story of David and Goliath, and you will begin to understand that "philistinism" in the minds of their enemies, the Jews, could only mean devotion to the lowest ideals, just as it does today.

To perceive the richness of meaning latent in "royal purple" one must make the acquaintance of the famous shell-fish off the coast of Tyre. It yielded the expensive dye that kings alone could afford, a commodity that today, thanks to the development of synthetic dyes from coal tar, is easily purchasable by the humblest wage-earner.

When Rockefeller is dubbed a modern "Croesus", reference is had to the fabulous wealth of the ancient Croesus, King of Lydia.

A prince of the underworld may boast of the same "Oriental splendor" and have a similarly efficient system of lieutenants or "satraps", to execute his orders as the Persian, Darius the Great. That "the king has many eyes and ears" points to the espionage of both the Persian despot of the past and the German Hitler of the present.

"Assyrian fury" is reminiscent of those wild Asiatic conquerors standing out in bas-relief with their ghastly pyramids of human heads.

In this connection, recall the substitution of "Hun" for German during the World War.

From classical Athens comes "sophomore" meaning "wise fool" as the epitome of adolescent skepticism. A literary first cousin is "sophist", originally the "wise men" or better, "wise guys", who fell before the logical shafts of the brilliant Socrates.

Many a high school boy is acquainted with the mysteries of the "stoical" Doctor Fu Man Chu of Sax Rohmer. Few know "stoicism" is derived from the famous Painted Porch (green—*stoa*) where Zeno taught his followers that the repression of all emotion was the ideal life. In antithesis to the "stoic" sits the dainty "epicure" held in sway by the doctrine of Epicurus that pleasure is the "summum bonum" or "highest good".

"Sybarite" originally described a citizen of Sybaris, an ancient city in Southern Italy, whose inhabitants were notorious voluptuaries who scandalized austere Romans. To this day "sybarite" retains its derogatory implication.

Synonymous with Aristotelianism, the "Peripatetic" (literally, "walking about") philosophy harks back to the custom, followed by the great Stagirite (Aristotle was born in Stagira) of teaching as he walked along in the company of admiring youths. Just as Aristotle instructed the young men frequenting the Lyceum gymnasium, Plato

held discourse with the youths who gathered at the sports field known as the Academy. As a result of this practice both "lyceum" and "academy" are used today to designate institutions of learning. The most popular reminder we have today of Plato's emphasis upon the cultivation of the spiritual is the well-known expression, "platonic love".

In the modern scene "ostracism" is frequently a weapon of snobbery; in the Athens of Pericles it was an instrument of democracy whereby the citizens voted against any individual whom they thought dangerous to the state. If as many as six thousand votes were cast, the man who received the highest number had to go into honorable exile for a period of ten years. The name was written on a piece of clay pottery, "*ostrakon*" in Greek; whence the term "ostracism". Thus, in preparation for the Persian invasions Aristides proposed the training of a large army, while Themistocles insisted that every effort should be devoted to the building of a large navy. Recourse was had to the test of "ostracism"; Aristides was banished from Athens to give the naval program of Themistocles free play.

A "Delphic" response is one which drips with ambiguity. At the celebrated shrine to Apollo in Delphi a priestess sat on a tripod over a cleft on the side of Mount Parnassus whence streamed a vol-

canic vapor. Under the supposed influence of this gas, she ventured to answer all questions from the devotees of the Sun-God. Frequently her answers were carefully couched in ambiguous terms to avert the charge of deceit. Herodotus tells us that when Croesus, King of Lydia, consulted the oracle, he was informed that "if he warred with the Persians, he would overthrow a mighty empire". The mighty empire proved to be his own Lydia. Smacking of the oracle's pretense to omniscience and gift of prophecy, "oracular" is a popular member of the modern vocabulary.

How frequently today a blurb announces a new book as "a symposium of essays". Although Plato remarks that Socrates attended many a symposium, he nowise records his Master or anyone else as ever having read one. For the modern usage, we must go back to the diversity of comments and discussions which distinguished the post-prandial conviviality and drinking of ancient Athens: in other words, the symposium, itself. In fact the word itself means a "drinking together", and thus connotes the sparkling conversation mingled with the no less sparkling wine from Lesbos. Shafts of wit blended with drafts of wine as the festivities continued under the direction of a symposiarch, or toast-master. Thus it was that, when one of my roguish boys suggested for



one of the projects for the class in Ancient History the staging of a symposium I knew in an instant it was the Athenian and not the American variety that was so earnestly requested.

In the field of sport historical allusions are legion. The very word, "legion", here used, everyone knows, originally meant the Roman military unit of 6,000 men. Humorously calling attention to their self-importance, "solons" and "moguls" frequently describe the dignitaries of the New York State Boxing Commission. The superhuman run of Pheidippides to Athens from the blood-stained plains of Marathon has been immortalized in verse by Robert Browning, but also by the modern race of twenty-six miles. Remember Clarence DeMar and the Boston Marathon?

Contemporary sports editors habitually confuse the "Olympic games" with the "olympiad". In honor of Zeus the games were given in the midsummer of every fourth year at Olympia. The first recorded celebration took place in 776 B.C. The four year interval between the games was the "olympiad", the Greek unit for the determination of dates.

The backfield of a football eleven may move with the flexibility of a Roman "legion", while the charging line recalls the solidity of the Greek "phalanx". A "pyrrhic victory" may describe the terrific losses in man power sustained

by the winning team. The reference is to Pyrrhus, whose triumphs over the Romans were gained at such sacrifice as to entail his final defeat.

Against Gene Tunney the dethroned Jack Dempsey defended his title with "Spartan" courage. Many almost remember the heroic Leonidas with his handful of Spartans giving up their lives at the narrow pass of Thermopylae. After the famous knockdown at Chicago, Gene Tunney, in sporting parlance, "got on his bicycle", but in more historical language had recourse to a "Fabian" policy. The Roman dictator, Fabius Maximus, was surnamed the Laggard, because of his refusal to meet Hannibal in pitched battle, and his resort to constant marching and retreating in the effort to wear down the invading Carthaginians. The retired heavyweight champion may dispute with George Washington, noted for his elusive marching, the title of the "American Fabian".

At the Conference of Paris in 1919 the German delegates characterized the Versailles Treaty as a "Carthaginian peace". The Germans had studied the "Carthage delenda est" (Latin for "Carthage must be destroyed") of old Cato and saw in Clemenceau a similar Cato-like persistence which revived the ancient chant in the new form, "Germania delenda est". Not merely has old Cato given us his name as a synonym for dogged

persistence, but in his office as "Censor" or critic of the public morals of Rome has done his share in the formation of "censorious" and the current unpopularity of any system of "censorship". Still more closely bound up with the name of a prominent historical figure is "jeremiad" to describe any tale of woe, in commemoration of the lamentations of the Hebrew prophet Jeremiah anent the sufferings of his people.

Culled from the career of Julius Caesar is the phrase "crossing the Rubicon" to describe any decisive step. The Rubicon was a small stream separating Cespine Gaul from the Italy proper of Caesar's day. It was a law of the Senate for every Roman general, before he crossed the stream to his homeland, to disband his troops lest the victorious legions upset the republic. But Caesar, fresh from his conquests in Gaul, and distrusting Pompey, the darling of the Senate, determined to re-enter Italy with his triumphant legions. It was no wonder then that as the blare of the trumpet gave the signal to advance and Caesar himself rode across the small, hastily constructed bridge, he dramatically cried out: "The die is cast!" The conqueror of Gaul had declared war upon the Senate.

Americans have their tradition of Southern hospitality, but Roman antiquity never forgot its Lucullus. As a Roman proconsul, he brought

back from the East enough wealth to live the rest of his days in a gilded luxury that made his name proverbial. We still speak of a "Lucullan banquet".

Ancient customs are mirrored in modern political life. The "candidate" (Latin—"candidatus") of ancient Rome was the office seeker who announced his candidacy by appearing in a distinctive toga of snowy white (Latin for white—"candidus"), a symbol of his incorruptibility.

The "rostrum", on which the public speaker now stands, originally referred to the prows taken from conquered vessels by the Romans to adorn the platforms in the "Forum". The "Forum", on the other hand, at first the market place, later became the public meeting place of the assembly where the great orators of the republic declaimed on the topics of the day.

As early as the days of Cicero, the fiery invective of the great Demosthenes against Philip of Macedonia had given currency to the word "philippic" to mean any violent speech against someone. It was only yesterday that we read of Samuel Seabury's "philippics" against Tammany Hall.

A "Ciceronian" address is characterized by ornateness, in contrast to the simplicity of the great Athenian, Demosthenes. But surpassing even the great Athenian in plain speech were his fellow Greeks, the Spartans. In brevity of



speech these warlike folk from the district of Laconia so distinguished themselves as to give us "laconic" to describe a man of few words. Who has not heard of the "laconic" Calvin Coolidge?

"Senatorial dignity" is a phrase which, humorously or not, smacks of the pomp of certain orators on Capitol Hill, but, more fundamentally, brings to mind the majesty of the Elders (Senator means Elder) of the Roman Republic. With their long white togas wrapped about their erect bodies, they presented such calm dignity that even centuries later Alaric, the chief of the invading Goths, was proud to claim an honorary membership in the exalted council.

Bermuda has been called a "mecca" for American vacationists. Mecca, the holy city of the sons of Mohammed, which all the faithful were obliged to visit at least once, has come to mean, metaphorically, any favorite destination of large groups of people. In its historical background lies the word's magic. Think of the enhanced vividness, the acute life-likeness of the picture as you visualize the faithful sons of Allah dismounting from their heavily laden camels, safe at last in the holy birthplace of their prophet. We follow them as on bended knee they bow in answer to the outstretched arms of the bearded meuzzin, or crier, who appears in full view on the balcony of the mosque. To most of us

"arabesque" refers to the flat ornamentation achieved by a system of interlacing lines and curves. It may become more interesting when we learn that such a mode of decorative art developed as an outcome of Mohammed's prohibition of images. The artistic energies of the Mohammedan people were thus diverted from the field of portrait painting to the realm of ornamentation.

Although the "Hegira" refers to the flight of Mohammed from Mecca A.D. 622 and the beginning of the Mohammedan era, today it may also describe any other abrupt departure.

Modern lawyers employ the term "escheat" to designate the reversion of intestate land to the State, just as in feudal times it described forfeiture of a vassal's holdings to the lord because of failure to render adequate service. When a law is styled "Draconian", reference is had to the first written code of Athens. Compiled by Draco, it imposed the death penalty for so many offenses that it was said to be "written in blood". Incidentally, capital punishment, the freshman in high school can tell you, is so-called after the Roman custom of beheading, the Latin for head being "caput".

The student of law recognizes "Lombard loans" as loans at an exorbitant rate of interest. The lover of history recalls the crafty Lombards who, as the chief rivals

of the Jews in the realm of medieval finance, have also given their name to London's financial center, Lombard Street.

Behind the modern code of ideal manners lies the heritage of medieval "chivalry", so-called after the French for knight, "chevalier", in turn derived from "cheval" or horse. In the Middle Ages, since it was only the man of wealth and position who could possess a horse, the horseman usually was also the gentleman.

In those days it was only natural that the "courtier" surpass the "boor" or peasant in elegance of manners. The result was that "courtoisie", the French for the correct way to act at court, grew into the modern "courtesy", while on the other hand "boorishness" is at the opposite pole of the world of etiquette.

When John Summer, of the New York Society for the Suppression of Vice embarks upon a new "crusade" against newsstand pornography, the mailed figures of the lionhearted Richard and his warriors are suggested. The Christian campaigner got his name from the distinctive red cross worn on his breast if he was on his way to the Holy Land, and on his back if he was returning. The Latin word for cross was "crux"; hence the name "crusader".

Titian, the Venetian painter during the Renaissance, has left his name to represent the glowing red

which has enriched so many of his masterpieces. The Renaissance has long since faded, but "titian-haired" remains to describe such redoubtable readheads as James Cagney and the late Huey Long.

Far from having any connection with that indispensable ingredient of a mint julep, "Bourbonism", according to Funk and Wagnalls, describes a stubborn conservatism. The explanation lies in the blind rule of the French, Spanish and Neapolitan branches of the royal dynasty of that name. The dramatic march of Garibaldi and his Ten Thousand into Sicily was immeasurably aided by the stupid misrule of the native Bourbons in that region.

Without developing any derived meanings, some noteworthy words have survived from antiquity in their original forms. In 1933 Mayor LaGuardia of New York City, at his induction into office, subscribed to the same fundamental oath of loyalty to his city as that sworn by the young men of Athens upon reaching manhood and the sacred duties of citizenship. This is the "Ephebic" oath after "Ephebi", as the aspirants for Athenian citizenship were called.

More than 2,000 years after the death of the great Greek physician, Hippocrates, medical schools still administer to the graduating class the inspiring words of the Hippocratic oath:

"I will prescribe such treatment as may be for the benefit of my pa-



tients, according to my best power and judgment, and preserve them from anything hurtful or mischievous. I will never give a criminal draught to a woman. I will maintain the purity and integrity of my art. Wherever I go, I will abstain from all mischief or corruption, or any immodest action. If ever I hear any secret, I will not divulge it. If I keep this oath, may the gods give

me success in life and in my art. If I break this oath, may all the reverse fall upon me".

New technique in surgery has certainly been achieved, but to this day the words of the ancient physician still contain everything that is noblest in his profession.

*History Makes Words Live!*

BRENDAN BYRNE.

John Adams High School.

## DEMONSTRATIONS IN CHEMISTRY, PHYSICS AND PHYSIOGRAPHY

NO DOUBT every teacher of chemistry, physics and physiography has some pet demonstration of which he is proud, because it works well. In some cases, this is an unusual demonstration known to a chosen few; but in most cases success is due to some little trick. Why not let us all enjoy the benefits of these tricks?

The Committee on Content and Methods of the Association of Physical Science Chairmen proposes to solicit such information and after publication in HIGH POINTS, to classify and publish it all at the end of each year.

The following types of information are sought:

1. Demonstrations to illustrate and amplify any topic in the course of study: demonstrations which are known to all teachers, but

which work much better because of some device, mechanical or pedagogic, known to you.

2. Demonstrations on topics not included in the course of study, but which are suitable for exceptional pupils such as we find in our science clubs. These need not be spectacular, but should be helpful in teaching some scientific principle or important fact.
3. Suggestions for the improvement of any of the laboratory experiments.
4. Suggestions for the care and storage of scientific equipment and supplies.
5. Charts, models, exhibits or any other type of illustrative material.

Please observe the following rules in submitting any of this material:

1. Write legibly or type, double space, on 8 1/2" x 11" paper. Use one side of paper only.
2. Where necessary, add diagrams, using a separate sheet of paper for each diagram.

Credit will be given for each suggestion published, but our space in HIGH POINTS is limited and we cannot promise to publish everything. However, at the end of each year, all worthwhile material will be published if funds are available from the various teachers' science clubs.

Please send contributions to the following sub-committee chairmen:

*Physics:* Daniel Campbell, Richmond Hill High School, 114th Street and 89th Avenue, Queens, New York.

*Physiography:* Willard B. Nelson, Manual Training High School, 7th Avenue and 4th Street, Brooklyn, New York.

*Chemistry:* Murray Ehrlich, James Monroe High School, 172nd Street and Boynton Avenue, Bronx, New York.

**STORING PHOSPHORUS SAFELY**  
(Suggested by Mr. G. L. Fletcher.)

To store sticks of white phosphorus safely, place them in a solution of copper sulphate.

The copper forms a protective

coating on the phosphorus so that the latter may even be picked up with one's fingers.

**PROPERTIES OF HYDROGEN**  
(Suggested by Mr. M. Ehrlich.)

a. Fill a toy balloon with hydrogen from a hand tank. (Illuminating gas may be substituted.)

b. Tie the balloon with a string that has been dipped in potassium nitrate solution and allowed to dry.

c. Allow balloon to rise to ceiling and ignite string at other end.

**SPONTANEOUS COMBUSTION**  
(Suggested by Mr. A. J. Bernstein.)

a. Heat an organic lead salt, like lead tartrate, in a test tube until all gases are driven off.

b. Allow the tube to cool and break up the residue inside the tube with a rod.

c. The resulting pyrophoric lead will catch fire when sprinkled in the air.

**FORMATION OF PRECIPITATED SULPHUR AS IT IS SUPPOSED TO OCCUR IN NATURE**  
(Suggested by Mr. G. L. Fletcher.)

a. Fill one hydrometer jar (12" x 2", with ground glass top, smeared with vaseline) with sulphur dioxide and another with hydrogen sulphide.

b. Place the jar of sulphur dioxide on top of the one containing hydrogen sulphide.



c. Sulphur will be precipitated in a few minutes.

### REPLACEMENT OF THE HALOGENS (Suggested by Mr. M. Ehrlich.)

a. In a glass tube (diameter  $\frac{1}{2}$ " ), about ten inches in length, place the following materials, arranged as in Fig. 1.

1. A piece of moistened colored cotton cloth.
2. Sodium bromide (about one gram), a little further in the

tube. Place some absorbent cotton on both sides of the salt.

3. Sodium iodide (about one gram), still further in the tube with cotton on both sides.
  4. A strip of moistened starch paper. This paper is made by immersing filter paper in a starch solution and allowing the paper to dry. It should be moistened when ready for use.
- b. Pass chlorine through tube.

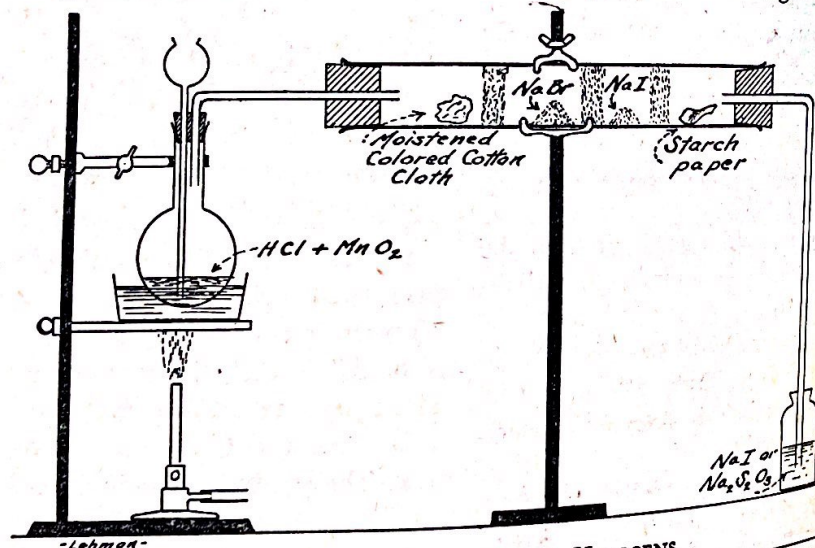


FIG. 1. REPLACEMENT OF THE HALOGENS.

### PREPARATION OF CARBON MONOXIDE FOR CLASSROOM DEMONSTRATION

(Suggested by Dr. W. Breckstone.)

a. Set up apparatus as shown in Fig. 2.

b. The test tube contains formic acid; the funnel, concentrated sulphuric acid; and the beaker, boiling water.

c. The evolution of the gas is very easily controlled.

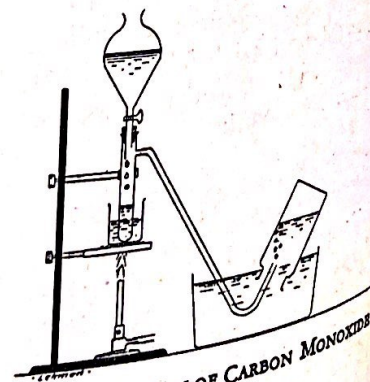


FIG. 2. PREPARATION OF CARBON MONOXIDE.

### SAFEGUARDING HYDROGEN GENERATOR FROM EXPLOSION (First method, suggested by Mr. S. Lehman.)

- a. Collect the gas in a small test tube and bring it to a flame.
- b. If the gas is pure hydrogen, it will burn quietly, and this light may be used to ignite safely the gas from the generator. If the gas is impure, it will explode.

(Second method, suggested by Mr. H. O. Smith, Chairman, Newtown High School.)

a. Burn out all the air by removing the stopper and bringing a flame to the mouth of the generator.

b. The hydrogen coming from the delivery tube may now be

lighted without danger of an explosion.

### SLOW OXIDATION BELOW

#### A LIQUID

(Suggested by Mr. H. O. Smith.)

a. Pour some concentrated sulphuric acid into a test tube (3 c.c.).

b. To this add an equal amount of ethyl alcohol, forming a layer above the sulphuric acid.

c. Drop a small crystal of potassium permanganate into this mixture. Allow to stand for one minute.

d. Pour the contents into the sink, noting the fireworks.

GUSTAV L. FLETCHER.  
James Monroe High School.

## THE FLUSHING SUMMER TUTORIAL HIGH SCHOOL

No doubt at a later time an article will be written and presented to the teaching staff of our schools concerning the new project of the New York City division of the Federal Works Progress Administration, which took the form last summer of Tutorial High Schools. Such a report would involve a great deal of statistics, study and collation.

Believing that many of my colleagues in the schools of this city are curious to know something

about the measure of success with which this new project met, I am stating here a few salient characteristics of the W.P.A. Summer Tutorial High School at Flushing. It may be that we can consider this particular school a sort of cross-section of the whole project until a more ample report is ready.

As we all know, for some years the Board of Education has not been maintaining summer high schools in the manner prevalent for so long. To meet the needs



of the many students who wanted to utilize their summer vacations, or part of them, in study, various devices were employed. Of course, there were the private high schools which were probably quite satisfactory for those who could afford to pay the required fee. Most schools gave pupils permission to study by themselves during the summer months and even let them borrow text-books for a nominal deposit. Some schools demanded that the pupils prepare note-books and present them as a condition precedent to getting credit for their home study. Other schools left it to the discretion of the pupils entirely. Then when the pupils returned a day or two before regular sessions started in September, they were given conditional examinations to determine whether or not they might go on in the next grade of the subject involved. This procedure was applied to both pupils who had failed in a subject and wanted to repeat it, and to those who had passed a subject with a high mark and wanted to advance one term in it.

Throughout the school year in most of the high schools of this city, the W.P.A. has had a number of its workers engaged in a project of tutorial work. These young men and women were occupied in coaching backward students, helping the slow ones and guiding the students who needed

help. A great deal of stress was placed on remedial reading. Then arose the question as to how these people were to be employed during the summer months. That plus the need for some sort of high school during the summer months gave rise, in view of the fact that the city was not fiscally ready to re-open its summer high schools, to the W.P.A. Summer High Schools.

In a remarkably short time the whole system was organized under the direction of Assistant Superintendent Frederic Ernst of the Board of Education who served as technical adviser to the entire project. He was assisted by Mr. George C. Hanson of the Boys High School and later by Mr. Samuel Levine of the Thomas Jefferson High School. Handicapped by lack of time for entirely adequate preparation, by the absence of any precedent to guide them, they, nevertheless, organized an entire system of instruction which, I am sure, has been of benefit to thousands of our young high school students.

The principals of the various high schools in New York City were informed that they could give admission cards to their pupils permitting them to register in the summer schools to take one or two subjects, either as "repeat" or "advance." To take a "repeat" subject the failing mark must not have been below 40%; for the "advance" the passing mark must not have been below 75%. The

schools were to be in charge of regular, appointed high school teachers, one as senior project supervisor and the other as assistant project supervisor, all the rest of the staff to be composed of W.P.A. workers from a few projects.

Here at Flushing we had a staff of about 45 W.P.A. workers. The Flushing High School is a relatively small building and caters to a smaller number of pupils. Our registration days were very busy ones. Seldom have I encountered a group of people as ready, anxious and willing to work as that staff of teachers. Time meant nothing to them; lunch hours were not important as compared to the fact that there was a tremendous amount of organization work to be done. All chipped in and none left for the day until all the work of that day had been completed. Mrs. Viola Chester, of the Flushing High School, served as the authority on all matters concerning the community of Flushing and the building itself, since she was, among us, the only one who regularly taught at Flushing throughout the year. The enrollment was about 500. Our school was for girls only; the projects were not co-educational.

Classes were organized in almost every subject of the High School curriculum. Laboratory subjects and minors such as music, art

and health education, were not given for lack of the necessary equipment. The periods were 50 minutes in length and pupils came only for that part of the day during which they were enrolled in subject classes. The pupils were grouped in small classes not exceeding eight, and in many cases as few as one or two pupils were in the charge of a single teacher. In some cases, due to lack of adequate room space, there were two classes in one room, in which case each group took part of the room distant from the other group. Instruction was remedial and tutorial. The classroom technique was minimized as much as possible and the tutorial technique stressed throughout. As far as possible girls who came from the same regular high schools were grouped in the same class to provide for uniformity of subject matter covered. All teachers were supplied with syllabus and outline for each different home school course of study.

When the follow-up is made of how these pupils fared in their home schools as a result of our instruction, we shall be able to measure our success. We rated pupils either satisfactory or unsatisfactory and gave them the final examination which was made up for each subject by regular first assistants in that subject of our city classes. As was true of the entire summer tutorial project, we did not mark these papers but returned



them to the principals of the home high schools.

Pupils, by and large, were eager to learn and attended their classes quite regularly. They seem to have benefited considerably. In supervising the work of our teachers, both Mrs. Chester and I have seen most of the students actively participating in their lessons.

Certainly the staff deserves a great deal of commendation. Most of them were capable and knew their subject matter well. A great many of them were preparing themselves to teach in the regular high schools and were only waiting for their examinations to be rated. Several of them had been teachers in out-of-town colleges but were the victims of retrenchment policies. But all of them were at all times enthusiastic and conscientious.

Of course, there are many suggestions that I can make for the improvement of the instruction. This article, however, deals chiefly with one particular school and it is not fair to base general criticisms on what happened in this school. However, I think that most of the supervisors will agree with me that this project can and will be improved by a consideration of the following facts:

A slightly more careful check should be made by the W.P.A. authorities in charge of this project to see that tutors are not sent to instruct in a subject in

which they are not well equipped.

More classrooms should be used so that only one group at a time will be in a single room, if possible. It is obvious that there are conflicting points of attention for the pupil who has to listen to more than one voice at one time.

Provision should be made for a sufficient number of teachers so that it will not be necessary to group pupils with others from different home schools.

Finally, a more adequate provision should be made for providing text-books for each pupil.

These recommendations, I am aware, are being taken into consideration for the next time that such a project may be instituted. Likewise, there are other factors which might be included. Nevertheless, I feel ready to state that the twelve schools that were opened have been a great benefit to the pupils, to the home schools, and to the tutors. It has been a valuable experience and has provided a splendid way for study with a view to improve the project. I do not state that this should be substituted for the regular high school. There is no doubt that it is only fair to have our own teachers in charge of our own pupils. Yet if the city is not going to provide summer high schools of the kind

that we had before and the W.P.A. is the only agency ready to finance such an undertaking, it is far better that our pupils get the type of instruction that they did get this summer than that they be thrown

completely on their own resources.  
WILLIAM WACHS,  
Boys High School.  
Senior Project Supervisor.  
Flushing Summer Tutorial  
High School.

## THE CULTURAL COURSES IN THE MODERN LANGUAGE DEPARTMENT OF THE JOHN ADAMS HIGH SCHOOL

SEPTEMBER, 1935—JUNE, 1936

It is an accepted fact that the mortality rate of first year language classes is high. Shall the student who drops out have wasted his time *in toto* or shall he have retrieved something worthwhile out of the wreck? This was the question set before us five and one-half years ago by Mr. William A. Clarke, our principal, at a High School Teachers' Association luncheon. With this problem in mind, we have evolved, under the ener-

getic leadership of our principal, the experiment described below.

All first year modern language students study Civilization thirty minutes a week in the classroom. In addition, once a week for a full period, all first year first-language students convene in the auditorium. The first half of the period they sing. The second half they see lantern slides or moving pictures. At present, therefore, first year first-language students follow this program:

Day	Recitation	Singing	Culture
FRENCH:			
Monday	40 minutes	20 minutes (Auditorium)	20 minutes (Auditorium)
Tuesday	40 minutes		25 minutes (Classroom)
Wednesday	10 minutes	5 minutes (Classroom)	
Thursday	40 minutes		
Friday	40 minutes		
GERMAN:			
Monday	40 minutes	20 minutes (Auditorium)	20 minutes (Auditorium)
Tuesday	40 minutes		25 minutes (Classroom)
Wednesday	40 minutes		
Thursday	40 minutes		
Friday	10 minutes		



Day	Recitation	Singing	Culture
SPANISH:			
Monday	10 minutes	5 minutes (Classroom)	25 minutes (Classroom)
Tuesday	40 minutes		
Wednesday	40 minutes		
Thursday	40 minutes		
Friday	40 minutes	20 minutes (Auditorium)	20 minutes (Auditorium)

Before entering upon a discussion of the articulation of this course, I wish to emphasize the fact that we are still experimenting. Up to the present writing, our syllabus has been recast seven times. To claim that our problems are conclusively solved were pretentious.

The singing period is in charge of two teachers: a member of the department of music who accompanies at the piano, a teacher from our own department who directs the singing. These teachers are assigned for the duration of the term. We have chosen our songs, approximately thirty of them, since our course runs in a one year cycle, on the basis of

1. Simplicity as to words and tune,
2. Interest,
3. Cultural value.

A mimeographed copy of the song is distributed to classes during recitation-culture period (see above program). The pupil is instructed to paste the song in his language note-book. He is then taught the words of the song. The following week he goes to the auditorium where he will learn the

tune. We correlate song and civilization topic whenever possible. For example, in French:

Jeanne d'Arc....En Passant par la Lorraine

Les Fêtes-Noël....La Marche des Trois Entre le Boeuf et L'Ane Gris

le 14 juillet....la Marseillaise  
French History....Malbrough s'en va t'enguerre (Marie Antoinette)

In establishing our syllabus for the teaching of civilization proper, we have kept in mind one principle: we must present to the child not a string of facts logically developed, but a story of (a) what has happened in France, Germany, Spain, (b) what is happening now; the story of people, not things. Concretely, the child is not interested in the ramifications of the French educational system, but he does enjoy hearing at what time the French boy leaves home in the morning; what he wears; how he carries his books; what he studies (at the ages 13-18); how he spends his recreation period; how examinations are conducted; what the classroom looks like. He is not interested in the various graduate courses offered to what Dr. Sadler

has termed "the flower of the intellectual élite", nor in the diplomas a teacher of a lycée needs before he receives his position. Napoleon's campaign in Egypt has no savor, but the fascinating tale of how Champollion deciphered the hieroglyphics enthralls him. The unification of the Empire under Charlemagne holds no romantic appeal until Roland's exploits make the period live.

A few of the topics we consider are:

#### I. In French

Heroic Figures of France  
Châteaux  
Cathedrals  
Outstanding Events in French History  
Versailles  
Napoléon  
Brittany  
The Rhône Valley  
Paris  
France in America  
Sculptors, Musicians, Painters, Scientists

#### II. In German:

School Life (Heidelberg)  
Nibelungen (Victrola records)  
How the Student Enjoys Himself (Sports)  
Holidays, Costumes and Customs  
Bavarian Castles  
Olympics  
1000 Year Old Cities

Potsdam and a Great King  
Oberammergau

- III. In Spanish, culture work deals with the civilization of South America as well as that of Spain, one term for each:
- Spain in Our Southwest
  - Life on the Pampas; the Gaucho
  - Spanish-American Music and Dances
  - Plantation Life in Brazil
  - Don Quijote
  - High Days and Holidays
  - Regions and Costumes of Spain

During the recitation-culture period, the class receives mimeographed material which will aid the pupil to prepare the next week's assignment. These sheets, like the songs, are pasted in the language note-books.

1. Assignment — Explanation of unfamiliar expressions; map work; reading.
2. Bibliography—A list of books on the John Adams library shelves bearing on the subject under consideration.
3. Outline of Lesson.

On the day following the meeting in the auditorium, the student is expected to come prepared to take part in the class discussion. The teacher checks for preparation as he thinks best. When the topic is exhausted, the instructor gives a uniform examination which has



previously been mimeographed. A uniform examination in Cultural work is given at the end of each term. Below is an example of the French material put in the child's hands for each unit of study.

### LES CHATEAUX<sup>1</sup>

#### Assignment

- I. Derivation and meaning of château.
- II. Meaning of the following words:  

feudalism	moat
feudal lord	drawbridge

The Renaissance
- III. Locations:  

Saint Malo	Chinon
Brest	Orléans
Angers	Fontainebleau
Tours	La Loire
- IV. Read one of the following books and make a book report:
  1. The Lure of French Châteaux—Gostling
  2. Through the French Provinces—Ernest Peixotto
  3. Where it all Comes True in France—Clara Laughlin
  4. Along the Pyrenees—Paul Wilstash
  5. The French at Home—Carr
  6. France from Sea to Sea—Arthur Stanley Riggs.
  7. Pigs in Clover—Frances

<sup>1</sup>By Miss Mary Reilly of the Department.

- Noyes Hart — "Through the Château Country"
8. Seeing France — E. H. Newman (Ch. VI, VII, VIII)
  9. Spell of the Heart of France—André Hallayo
  10. French Cathedrals and Châteaux—Clara Crawford Perkins

#### Information

- I. Château at Brest — 1260 — fortress type
- II. Château at Saint Malo — fortress type—built by Anne de Bretagne
- III. Fontainebleau—south of Paris
  1. François I and the French Renaissance
  2. Napoléon
    - a. Visit of the Pope for the Coronation
    - b. Abdication of Napoléon in favor of "Le Roi de Rome"
    - c. Farewell address to "La Garde Impériale"
- IV. La Touraine, the valley of the Loire, "The Château Country"
  1. Chinon—Jeanne d'Arc
  2. Chenonceau
  3. Ambroise — Leonardo da Vinci  
Massacre of the Huguénots
  4. Blois—favorite castle of François I, Galerie d'Honneur of Catherine de Medicis

#### V. Characteristics of the Renaissance Château

1. Many windows, numerous chimneys, outside staircase, beautiful decorations carved in stone.
2. Interior — panelled walls — beautiful floors, and decorated ceilings, huge fireplaces.

#### Examination

##### Complete:

1. Leonardo da Vinci died at.....
2. Châteaux under feudalism were built for .....
3. The château of the Renaissance was influenced by ..... architecture.
4. François I lived in the Château of .....
5. François I brought into France ..... as a result of the wars in Italy.
6. The salamander was the carved insignia of King .....
7. Jeanne d'Arc recognized the prince in the castle of .....
8. Tours is in the province of .....
9. Most of the important châteaux are in the ..... valley.
10. During the World War, Chenonceaux was used as .....

##### Mark true or false:

1. Napoleon read his farewell address to his soldiers from the steps of Fontainebleau.

1. ....

2. Chenonceaux was built across a river. 2. ....
3. Beautiful parks were a feature of the Renaissance châteaux. 3. ....
4. St. Malo is in the province of Languedoc. 4. ....
5. Barbizon is a school for needleworkers. 5. ....
6. Rabelais lived in Chenonceaux. 6. ....
7. Amboise was the scene of the Protestant massacre. 7. ....
8. The château in Blois has a parallel staircase. 8. ....
9. Napoleon lived in Fontainebleau. 9. ....
10. Tours is the center of the silk industry. 10. ....

What occurs in the recitation-culture class has just been described. On the preceding day, an illustrated lecture is delivered before the first year group as a whole in the auditorium. Every teacher has the opportunity to lecture. Either films or slides are shown. Films are:

1. Borrowed from various agencies such as the French Railways, the German Railways, steamship lines.
2. Rented.

A preview of all films is required. At the time, the teacher notes any comments she plans to make. (Background: "Watch out for this" . . . "Notice the way the Germans do that" . . .)



A majority of the slides have been made in the John Adams dark room by one of our teachers, Mr. Mould, from pictures, photographs, pen and ink sketches, diagrams, submitted to him by members of the department. To facilitate the task of the teacher who is to lecture, each slide is labeled, and for each slide there is a card on which the explanation of the slide is typewritten. At the top of each card is typewritten:

1. The main topic,
2. The nature of the particular slide under discussion.

A set of slides and corresponding pack of library cards are stored in an empty chalk box; the box is labeled. If the teacher elects to disregard the suggestions on the cards and prefers to follow his own inspiration, he does so. If in the course of additional research, he finds an item which he feels should be mentioned, he makes a notation on the card. The following is an example of what is written on the cards. The reference is to Fontainebleau:

"François I built Fontainebleau in order that he might live in a splendor that would rival that of the wealthy Florentines. Italian architects and artists helped him satisfy his ambition. As we wander through its large rooms, admiring the beautifully decorated ceilings and the inlaid floors, we see in imagination the great figures of the past."

Look at the letters H and D intertwined in the decorations of this magnificent room. There you see Henry II and Diane de Poitiers leading in the stately minuet."

"Louis XIV comes here to hunt in the great forest, but he prefers to live in his new château of Versailles."

"What a pretty dressing room, with walls a greenish blue! Look at the young queen, dainty Marie Antoinette. She is getting ready for a state ball, for she loves to dance. Poor little queen! It is well that she cannot see into the future."

"Here comes the great Napoleon and Marie Louise. Behind the throne hangs a velvet canopy, glittering with golden bees. The courtiers of the new régime bow before the 'Little Corporal.'"

"The little King of Rome sleeps undisturbed in this gorgeous cradle, the gift of the people of Paris."

"Yes, the Pope left the Vatican and journeyed to France. Napoleon placed this beautiful suite at the disposal of the Pope, where the emperor kept him a prisoner until he had gained his ends."

"The great powers of Europe soon put an end to the rule of the emperor. He signs the papers of abdication in favor of his little son. Now he slowly descends the horseshoe stairway. He walks back and forth before the lines of

grenadiers, the Imperial Guard. He calls each man by name as he bids them all a sad farewell before he goes into exile at Elba."

"The voices of Americans disperse the ghosts of the past. These earnest students of music, painting and sculpture are on their way to the Conservatory of Fine Arts which was established here at the close of the World War."

I shall neither list the contents of the three filing cases filled with mounting material, nor catalogue

other realia standing on our shelves. Modern Language Departments throughout the city have similar help to the teaching of our subject. However, I am appending a list of the books in our library which have been of help in teaching this first year work. The librarian tells us that the children are reading them. The books listed below are read primarily by first year students. The list does not include books used by more advanced pupils.

#### FRENCH LIBRARY BOOKS

Author	Title	Publisher
Abry-Audic-Crouzer	Histoire Illustrée de la littérature Française	D. C. Heath
Adams, Eustace L.	The Family Sees France	Brewer and Warren
Adams, George Burton	Growth of the French Nation	Macmillan
Adams, Henry	Mont Saint-Michel and Chartres	Houghton
Adams, Katherine	Mehitable	Macmillan
Adams, Katherine	Red Caps and Lillies	Macmillan
Adams, Wm. H. D.	Days of Chivalry	Page
Allen Philip S.		
and		
Schoell, Frank L.	French Life	Henry Holt
Anderson, Robert Gordon	American Family Abroad	McBride
Arms, Mrs. Dorothy N.	Churches of France	Macmillan
'Assollant	Une Aventure du célèbre Pierrot	Heath
Aubert, E.	Littérature française	Henry Holt
Aulton, Margaret	Fair Touraine	Dodd, Mead
Bailly, Louis	Belle et la Bête	B. Sirven, Paris
Bailly, Louis	Oiseau Bleu	A. Name
Bainville, Jacques	Petite Histoire de France	Scribners
Baldwin, James	Story of Roland	Little, Brown
Balzac, Honoré de	Père Goriot	Appleton
Baring, Maurice	Sarah Bernhardt	Century
Barstow, Chas. Lester	Famous Buildings	Macmillan
Bazin, René	Juniper Farm	Macmillan
Bazin, René	Magnificat	Grosset
Beck, L. M. A.	Empress of Hearts	Putnam
Bedford-Jones, H.	King's Passport	Lippincott
Belloc, Hilaire	Richelieu	Henry Holt
Belloc, Hilaire	The French Revolution	Little
Belloc, Hilaire	Joan of Arc	Harper Bros.
Belloc, Hilaire	Miniatures of French History	McBride
Belloc, Hilaire	Towns of Destiny	Lippincott
Belloc, Hilaire	Napoleon	
Béraud, Henri	Twelve Portraits of the French Revolution	Little, Brown



Author	Title	Publisher
Beuret, Georgette	When I was a Girl in France	Lathrop, Lee and Shepard
Bigot, Maurice	Les coiffes bretonnes	D. L. Aubert
Bill, A. H.	Clutch of the Corsican	Little
Bill, A. H.	Red Prior's Legacy	Junior Literary Guild Inc.
Birkhead, Alice	Heroes of Modern Europe	Crowell
Birkhead, Alice	Story of the French Revolution	Crowell
Boutet de Monvel	Jeanne d'Arc	Century-McKay
Bracq, J. B.	France Under the Republic	Scribners
Bradby, E.	French Revolution	Oxford-Clarendon
Brandeis, Madeleine	Little Jeanne of France	A. Flanagan
Brookes, Eldridge S.	Boy of First Empire	Century
Brookes, Eldridge S.	Boy Life of Napoleon	Century
Brower, Harriet	Story Lives of Master Musicians	Stokes
Brownell, W.	French Traits	Scribners
Buchan, John	Book of Escapes and Hurried Journeys	Varenes
Bulfinch, Thomas	Legends of Charlemagne	Cosmopolitan
Burt, Struthers	Other side	Scribners
Cable, Geo. Washington	Old Creole Days	Scribners
Call, Frank Oliver	The Spell of French Canada	L. C. Page
Call, Frank Oliver	The Spell of France	L. C. Page
Call, Frank Oliver	The Spell of Provence	Boston
Carlyle, Thomas	French Revolution	Parker, J. M. Dent
Carr, Philip	The French At Home in Town and Country	Dial
Cather, Willa	Shadows on the Rock	Knopf
Cather, Willa	Death Comes for the Archbishop	Knopf
Catherwood, Mary	Romance of Dollard	Century
Cestre, Charles	Dictionnaire français-anglais	Doubleday
Charvet, Louise	Glans de France en Automne	Ginn
Chevalier, Jacques	Pascal	Sheed and Ward
Clark, Sidney	Cathedral France	McBride
Clemens, S. J.	Innocents Abroad	Macmillan
Clemens, S. J.	Personal Recollections of Joan of Arc	Harper Bros.
Clément, Marguerite	Once in France	Doubleday Doran
Collier & Eaton	Roland the Warrior	Harcourt Brace
Coulter, John G.	Old France	Putnam
Crawford, R.	Pictured Lives of Great Musicians	Birchard
Creighton, Louise	Tales of Old France	Longmans
Cruse, Amy	The Young Folks Book of Epic Heroes	Little, Brown
Curie, Marie	Pierre Curie	Macmillan
Darby, Ada Claire	Gay Soeurette	Stokes
Dark, Sidney	The Book of France for Young People	Doubleday Doran
Daudet, Alphonse	Monday Tales	Little Brown
Daudet, Alphonse	Lettres de Mon Moulin	Oxford
Daudet, Alphonse	Tartarin de Tarascon	Little
Daudet, Alphonse	Tartarin sur les Alpes	Little
Dauzat, Fernand and		
Bounon, Albert	Paris et ses Environs	Librairie Larousse
Davis, William Stearns	Life of Medieval Barony	Harper Bros.
Davis, Wm. S.	A History of France	Houghton
Dearmer, Percy	Highways & Byways in Normandy	Macmillan

Author	Title	Publisher
De Kruiif, Paul	Microbe Hunters	Blue Ribbon Books
De La Ramée, Louisa	Dog of Flanders	Donahue
Dickens, Charles	A Tale of Two Cities	Dodd Mead
Dix, Edwin Osa	Champlain, The Founder of New France	D. Appleton
Dorey, Jacques	Three and the Moon	Knopf (Jr. L. H. Guild)
Doyle, Sir Arthur Conan	The Refugees	Harpers
Duclaux, M.	A Short History of France	Putnam
Dumas, Alexandre	Chevalier de Maison-Rouge	Little Brown
Dumas, Alexandre	Queen's Necklace	Little Brown
Dumas, Alexandre	The Three Musketeers	Dodd Mead
Duruy, Victor	A history of France	Crowell
Eaton, Jeanette	A Daughter of the Seine	Harper Bros.
Edwards, G. F.	Old Time France	Penn. Pub. Co.
Edwards, G. F.	Old Time Paris	Dutton
Edwards, George Wharton	Alsace Lorraine	Penn
Elliot, Frances	Old Court Life in France	Brentano
Elsner, Eleanor	Romance of the Basque Country and the Pyrenees	Jenkins
Elston, Roy	Off the Beaten Track in Southern France	McBride
Elston, Roy	Travels in Normandy	McBride
Evans, Mary	Costume Throughout the Ages	Lippincott
Farmer, L. H.	Book of Famous Queens	Crowell
Faulkner, Anna Shaw	What We Hear in Music	Victor
Finley, John	The French in the Heart of America	Scribner
Finnemore, John	France	Black
Fisher, Herbert	Napoleon	Henry Holt
Fisher, Mrs. D. C.	Basque People	Harcourt Brace
Fisher, H. A. S.	Bonapartism	Oxford U. Press
Fiske, John	New France and New England	Houghton
Flenley, Ralph	Canadian Men of Action (Champlain)	Macmillan Co. of Canada, Ltd.
Fletcher, Banister	History of Architecture	Scribner
Foa, Eugénie	Mystery of Castle Pierre Fitte	Longmans Green
Foa, Eugénie	Boy Life of Napoleon	Lothrop, Lee and Shepard
Folds-Taylor	Preparatory French Grammar	J. M. Dent
La Fontaine, Jean de	Fables—Illustrated by Boutet de Monvel	Plon-Nourrit
Ford and Hicks	A New French Reader	Henry Holt
Forrest	French Poetry	J. M. Dent
Fouré, Hélène	Six Petites Pièces Gaies	Winston
Fournier, August	Napoleon the First	Henry Holt
France, Anatole	In All France	Albert Whitman and Co.
France, Anatole	Sylvestre Bonnard	Henry Holt
Fraser, Chelsea	Heroes of the Sea	Crowell
Galland & Ducord	Progressive French Reader	Macmillan
Gardner, Mrs. Helen	Art Through the Ages	Harcourt
George, Robert Ed.	Napoleon III, The Modern Emperor	Appleton
Gibbons, Herbert A.	Riviera Towns	McBride
Gibson, C. R.	Heroes of the Scientific World	Seeley
Gilbert-Ariadne	Over Famous Thresholds (Fabre)	Century



Author	Title	Publisher
Gilson, Charles	White Cockade	Appleton
Gostling	The Lure of French Châteaux	McBride
Gostling	The Lure of Normandy	McBride
Gostling	The Lure of the Riviera	McBride
Gostling, Frances M.	Bretons at Home	McBride
Gottschalk, Louis R.	Era of the French Revolution	Houghton Mifflin
Gould, Mrs. G.	Period Furniture Handbook	Dodd
Gras, Felix	The Reds of the Midi	Appleton
Gras, Felix	The Terror	Appleton
Gras, Felix	White Terror	Appleton
Greene, Frances and		
Kirk, Dolly Williams	With Spurs of Gold	Little Brown
Greene, Mr. A. B.	Lighthearted Journey	Century
Guerber, H. A.	Story of Old France	American Bk. Co.
Guibillon, G.	La France: Fr. Life & Ways	Dutton
Hallays, André	Spell of the Heart of France	Page, Boston
Hallays, André	Spell of Provence	Page, Boston
Hamilton, Clarence	Music Appreciation	Ditson
Hansi	Mon Village	Fleury
Hare, Christopher	Story of Bayard	E. P. Dutton
Hart, Frances Noyes	Pigs in Clover	Doubleday Doran
Hathaway, E. V.	Napoléon	Rand McNally
Hémon, Louis	Maria Chapdelaine	Macmillan
Heyer,orgette	Beauvallet	Longmans
Hill, Cecelia	Fifty Miles Round Paris	McBride
Holland, Clive	Things Seen in Paris	Seeley, Service
Holland, Rupert Sargent	Historic Girlhoods (Marie Antoinette, Joan of Arc, etc.)	Macrae Smith and Co.
Holland, Rupert Sargent	Lafayette For Young Americans	Geo. W. Jacobs and Co.
Holland, A. W.	Alsace Lorraine	Black
Holmes, Mabel Dodge	Joan of Arc	Winston
Hourticq, Louis	Art in France	Scribners
Hudson, Jay William	Abbé Pierre	Appleton
Huddleston, Sisley	Between the Rivers & the Hills	Lippincott
Huddleston, Sisley	France	Scribner
Huddleston, Sisley	Back to Montparnasse	Scribner
Hueffer, Oliver, M.	French France	Appleton
Hugo, Victor	The Toilers of the Sea	Burt
Hugo, Victor	Les Misérables	Dodd
Hugo, Victor	Jean Valjean	Henry Holt
Humphrey, Grace	Under these Trees	Milton Bradley Co.
Jais, Regina	Legendary France	Lincoln MacVeagh Dial Press
James, Henry	Little Tour of France	Houghton Mifflin
Jeanjean, Marcel	Beaux Episodes de l'Histoire de France	Hachette
Jell, George Clarence	Master Builders of Opera	Scribners
Johnston, Clifton	Along French Byways	Macmillan
Johnston, R. M.	The French Revolution	Holt
Jusserand, J-A	With Americans of Past and Present Days	Scribner
Kelly, Eleanore	Basquerie	Grosset
Kastner, Leon and		
Marks, Joseph	Glossary of Colloquial and Popular French	Dulton Page
Kirby, William	The Golden Dog	

Author	Title	Publisher
Komroff, Manuel	Coronet	Grosset
Kobbe, Gustave	Complete Opera Book	Putnam
Landormy, Paul-Charles	History of Music	Scribner
Lansing, Marion Florence	Great Moments in Science	Doubleday Doran
Laughlin, Clara E.	So You're going to France	Houghton Mifflin
Laughlin, Clara E.	Where it All Comes True in France	Houghton Mifflin
Lavignac, Albert	Music and Musicians	Holt
Le Braz, Anatole	Land of Pardons	McBride
Leiser, Clara	Jean de Reszke	Minton, Balch and Co.
Lesterman, John	Sailor of Napoleon	Harcourt Brace
Lewis, D. B. W.	François Villon	Coward-McCann
Lichtenberger, André	Trott and his Little Sister	Viking
Liddel, Hart B. H.	Foch, the Man of Orléans	Little Brown
Linnell, Gertrude	Behind the Battlements	Macmillan
Locke, William J.	The Beloved Vagabond	Dodd Mead
Locke, William J.	Town of Tombarel	Burt
Longstreth, Thomas M.	Quebec, Montreal and Ottawa	Century
Loti, Pierre	Iceland Fisherman	Burt
Loti, Pierre	A Tale of Brittany	Stokes
Loti, Pierre	Brother Yves	Stokes
Lovelace, Mr. Maud	Early Candlelight	Day
Lovelace, Mr. Maud	Petticoat Court	Day
	The Eve of the French Revolution	Houghton Mifflin
Lowell, Edward Jackson	The Boy Knight of Reims	Houghton Mifflin
Lownsbery, Eloise	A Wanderer in Paris	Macmillan
Lucas, Edward V.	Life of Napoleon	Garden City Pub. Co.
Ludwig, Emile		Stokes
MacGregor, Mary	The Story of France	Putnam
Madelin, Louis	Consulate and the Empire	Stokes
Madelin, Louis	Figures of the Revolution	E. P. Dutton
Markham, Violet, R.	Romanesque France	Dodd, Mead
Marshall, Archibald	A Spring Walk in Provence	
Martens, Frederick	Thousand and One Nights of Opera	Appleton Ginn
Martineau, Harriet	Peasant and the Prince	Macmillan
Mason, Daniel Gregory	Aucassin et Nicolette (trans.)	Macmillan
Mason, Daniel Gregory	Contemporary Composers	Page
Mason, Caroline A.	Spell of France	Macrae Smith Co.
Masson, Elsie	Folk Tales of Brittany	Larousse
Martinson, Philip	Comment on parle en Français	Longmans
Mathews, Shailer	French Revolution	Harpers
Maupassant, Guy de	The Odd Number	Dodd
Melitz, Leo	Opera Goers Complete Guide	
Méras, L. R. and		
Méras, E. A.	Eight French One-Act Plays	Harcourt L. C. Page
Miltoun, Francis	Spell of Normandy	Putnam
Minnegerode, Meade	Some Mariners of France	Century
Mitchell, S. Weir	The Adventures of François	Doubleday
Moffat, Donald	Villa in Brittany	Librairie Plon
Monvel, Boutet de	Joan of Arc	B. Sirven, Paris
Morin, Henry	Barbe-Bleue	B. Sirven, Paris
Morin, Henry	Petit Chaperon Rouge	Yale U. Press
Munro, William Bennet	Crusaders of New France	McBride
McBride, R. M.	Little Book of Brittany	Grosset & Dunlap
McCarthy, Justin Huntly	If I Were King	Little Brown
McDonald, E. B.	Colette in France (Little People Everywhere)	E. P. Dutton
McNeil, Everett	For the Glory of France	



Author	Title	Publisher
Newman, E.	Seeing France	Funk and Wagnalls
Nicelay, Helen	Boy's Life of Lafayette	Harper Bros.
Oakley, Amy	Cloud Lands of France	Century
Oakley, Amy	Enchanted Brittany	Century
Ogg, F. A.	Social Progress	Macmillan
Orczy, Emmisica	Pimpernel and Rosemary	Doran
Orczy, Emmisica	Child of the Revolution	A. L. Burt
Orczy, Emmisica	Adventures of the Scarlet Pimpernel	Doran
Paine, Albert Bigelow	The Girl in White Armor	Macmillan
Paine, Albert Bigelow	Joan of Arc	Macmillan
Parker, Cornelia	More Ports, More Happy Places	Boni & Liveright
Parker, Sir Gilbert	The Seats of the Mighty	Appleton
Parkman, Francis	La Salle and the Discovery of the Great West	Little Brown
Parkman, Francis	Fighters for Peace (Joffre, Guynemer, Clemenceau)	Little Brown
Parkman, Francis	Montcalm and Wolfe	Little Brown
Pascal, Blaise	Chevalier Jacques	Longmans Green
Peck, Anne Merriman	A Vagabond's Provence	Dodd Mead
Peck, Anne Merriman	Storybook Europe	Harper Bros.
Peck, Anne Merriman	Round About Europe	Harper Bros.
Peixotte, Ernest	Through the French Provinces	Scribner
Peyser, Ethel	How to Enjoy Music	Putnam
Pitman, Leila Webster	Stories of Old France	American Book Co.
Pollack, J. H.	Peter and Paul	Talbot
Porter, Laura Spence	Genevieve, Story of French School Days	Dutton
Pratt, Waldo S.	History of Music	Schirmer
Preyer, David Chas.	Art of the Metropolitan Museum	Page
Price, Eleanor C.	Stories from French History	Geo. G. Harrop
Raphael, Mary	Lure of the Loire	Mills and Boon
Reinach, Salomon	Apollo	Scribner
Replier, Agnes	Père Marquette	Doubleday Doran
Replier, Agnes	Mère Marie of the Ursulines	Doubleday Doran
Richards, Laura N.	Joan of Arc	C. Appleton
Ribet	Belle aux Cheveux d'Or	B. Sirven
Richardson, Capt. Leslie	Things Seen in Provence	E. P. Dutton
Richardson, Capt. Leslie	Things Seen on the Riviera	Seeley Service
Riggs, Arthur Stanley	France from Sea to Sea	McBride
Robida, Albert	Treasure of Carcassonne	Longmans
Robson, Edgar I.	Wayfarer on the Riviera	Houghton
Robson, Edgar I.	Wayfarer in French Vineyards	Houghton
Robson, Edgar I.	Wayfarer on the Seine	Houghton
Rose, Elise W.	Cathedrals and Cloisters of the Midland France	Putnam
Rose, Elise W.	Cathedrals and Cloisters of the Ile de France	Putnam
Rosebery, Archibald P. P.	Napoleon	Cape and Smith
Rostand, Edmond	Cyrano de Bergerac	N. Y. Illustrated Ed. Co.
Rostand, Edmond	L'Aiglon	Harper
Runkle, Bertha	The Helmet of Navarre	Century
Sabatini, Rafael	Scaramouche	Grosset
Saillens, Emile	Toute la France	Larousse
Schoonmaker, Frank	Come With Me Through France	McBride
Schoonmaker, Frank	Thorough Europe on Two Dollars a Day	McBride
Schweikert, H. C.	French Short Stories	Scott-Foresman

Author	Title	Publisher
Scott, Sir Walter	Quentin Durward	Scribner
Scudmore, Cyril	Normandy	McBride
Sedgewick, Anne Douglas	The Old Countess	Houghton Mifflin
Sedgewick, Anne Douglas	A Childhood in Brittany Eighty Years Ago	Houghton Mifflin
Shelley, Gerard	The Mémoires and Anecdotes of the Count de Ségur	Scribners
Sherrill, Chas. H.	Stained Glass Tours in France	Dodd Mead
Sieburg, Friedrich	Who Are These French	Macmillan
Siegfried, André	France, a Study in Nationality	Yale U. Press
Slaughter, Gertrude Mrs.	Two Children in Old Paris	Macmillan
Smith, Mabel S. C.	Story of Napoleon	Crowell
	The Theatre from Athens to Broadway	Scribners
Stevens, Thomas W.	Broadway	Scribners
Stevenson, Robert Louis	Travels With a Donkey	Scribners
Stevenson, Robert Louis	Inland Voyage	Scribners
Stratton, Clarence	Paul of France	Macmillan
Stuart, Ruth	Story of Babette	Harper
Tappan, Eva March	Hero Stories of France	Houghton
Tarkington, Booth	Monsieur Beaucaire	Grosset
Thiriet, H.	Belle au Bois Dormant	B. Sirven
Thiriet, H.	Cendrillon	B. Sirven
Thiriet, H.	Petit Poucet	B. Sirven
Tiersot, Julien	Sixty Folksongs of France	Ditson
Thayer, Wm. Rosco	Throne Makers	Houghton
Thomason, Caroline W.	Plays for Children in French and in English	Penn. Pub. Co.
Thompson, James Matthew	Leaders in the French Revolution	Appleton
Thwaites, Reuben Gold	France in America	Harper
Townroe, B. S.	Wayfarers in Alsace	Houghton
Trogan, E.	Les Mots historiques du Pays de France	Alfred Name et Fils
Underwood, Eric G.	Short History of French Painting	Oxford
Upton, George P.	Standard Operas	McClurg
Vaillant-Couturier, Paul	French Boy	Lippincott
Vallery-Radot, René	Life of Pasteur	Garden City Pub. Co.
Wade, Mary H.	The Wonder Workers	Little
Watson, Virginia	With La Salle, the Explorer	Harper
Wendell, Barrett	France of Today	Scribner
Weyman, Stanley J.	Under the Red Robe	Longmans
Weyman, Stanley J.	A Gentleman of France	Longman
Wharton, Edith	French Ways And Their Meaning	Appleton
Widor, C. M.	Vieilles Chansons pour les petis enfants	Librairie Plon
Wilkinson, Clennell	Coeur de Lion	Appleton
Willert, P. F.	Henry of Navarre and the Huguenots in France	Putnam
Wilert, P. F.	Mirabeau	Macmillan
Wilmot-Buxton, E. M.	Jeanne d'Arc	Stokes
Wilmot-Buxton, E. M.	Stories from Old French Romance	Appleton
Wilson, Robert McNair	The King of Rome	McBride
Wilstach, Paul	Islands of the Mediterranean	Houghton
Woods, Katherine	Other Chateau Country; the Feudal lands of the Dordogne	Grosset
Wren, Percival C.	Beau Geste	



Author	Title	Publisher
Wren, Percival C.	Beau Sabreur	Grosset
Wrong, George McKinnon	Conquest of New France	Yale U. Press
Yonge, Charlotte M.	A Book of Golden Deeds	Macmillan
Young, Arthur	Travels in France	Bell & Sons

### SPANISH DEPARTMENT

Adams, Harriet C.	A Longitudinal Journey through Chile	Natl. Geographic, September, 1922
Adams, Harriet C.	An Altitudinal Journey through Portugal	Natl. Geographic, November, 1927
Adams, Harriet C.	Barcelona, Pride of the Catalans	Natl. Geographic, March, 1929
Adams, Harriet C.	Madrid Out-of-doors	Natl. Geographic, August, 1931
Adams, Harriet C.	Rio de Janeiro—in the Land of Lure	Natl. Geographic, September, 1920
Adams, Harriet C.	River-encircled Paraguay	Natl. Geographic, April, 1933
Adams, Harriet C.	Valcano-girdled Salvador	Natl. Geographic, February, 1922
Aurousseau, Marcel	Beyond the Pyrenees	King
Baker, Roy W.	The Balearics, Island Sisters of the Mediterranean	Natl. Geographic, August, 1928
Banks, Helen Ward	Story of Mexico	Stokes
Beals, Carleton	An Upland Village of Old Mexico	Travel, September, 1930
Bell, A. F. G.	Contemporary Spanish Literature	Knopf
Bell, Ruth Harris	The Pageantry of Life in Majorca	Travel, December, 1929
Bertrand, Louise and		
Petrie, Sir Charles	History of Spain	Appleton-Century
Bingham, Hiram	Explorations in the Land of the Incas (Peruvian Expedition of 1915)	Natl. Geographic, May, 1916
Bolton, Herbert E.	Spanish Borderlands	Yale University Press
Borrow, George	Bible in Spain	E. P. Dutton
Bowman, Isaiah	South America: a geography reader	Rand-McNally
Brandt, J. A.	Toward the New Spain	University of Chicago
Brooks, E. C.	Stories of South America	Johnson
Brown, Edna Adelaide	Spanish Chest	Lothrop
Bryce, James	South America: Observations and impressions	Macmillan
Calcott, Frank	When Spain Was Young	McBride
Canova, Enrique C.	Cuba—Isle of Romance	Natl. Geographic, September, 1933
Carpenter, F. G.	South America	American Bk. Co.
Carrick, Alice Van Leer	Collector's Luck in Spain	Little
Chapman, C. E.	History of Spain	Macmillan

Author	Title	Publisher
Clark, H. B.	Masterpieces of Modern Spanish Drama	Appleton
Clark, Keith	Spell of Spain	The Page Co.
Clarke, H. B.	Modern Spain	Cambridge Univ. Press
Clarke, Nell Ray	Haunts of the Caribbean Corsairs	Natl. Geographic, February, 1922
Cook, O. F.	Staircase Farms of the Ancients	Natl. Geographic, May, 1916
Cooper, C. S.	Latin America—Men and Markets	Ginn
Corey, Herbert	Along the Old Spanish Road in Mexico	Natl. Geographic, March, 1923
Corey, Herbert	Among the Zapotecs of Mexico	Natl. Geographic, May, 1927
Corey, Herbert	Isthmus of Tehuantepec	Natl. Geographic, May, 1924
Darwin, C. R., and	Voyage of the Beagle (adapted by A. S. Williams-Ellis)	Lippincott
Fitzroy, Robert	Love Story of Old Spain (In Far Horizons)	McBride
Desmond, Mrs. A. C.	Modern South America	Lippincott
Dyott, G. M.	Volcanoes of Ecuador, Guide-posts in Crossing S. A.	Natl. Geographic, January, 1929
Eells, Mrs. E. S.	South America's Story	McBride
Ellis, Havelock	Soul of Spain	Houghton Mifflin
Elliott, F. M.	Old Court Life in Spain	Brentano
Elsner, Eleanor	Spanish Sunshine	Century
Fairchild, David	Hunting for Plants in the Canary Islands	Natl. Geographic, May, 1930
Faris, J. T.	Seeing South America	Revell
Farnell, Ida	Spanish Prose and Poetry	Oxford
Fernsworth, Lawrence A.	Andorra—Mountain Museum of Feudal Europe	Natl. Geographic, October, 1933
Fitzmaurice-Kelly, James	History of Spanish Literature	Appleton
Flores, Augusto	My Hike, Buenos Aires to New York	Putnam
Ford, J. D. M.	Main Currents of Spanish Literature	Holt
Ford, Richard	Gatherings from Spain	Dutton
Ford, Richard	Seville, More Spanish than Spain	Natl. Geographic, March, 1929
Foster, H. L.	Adventures of a tropical Tramp	McBride
Franck, H. A.	South America: a geographical reader	Owen Pub. Co.
Franck, H. A.	Vagabonding down the Andes	Garden City Pub. Co.
Frank, W. D.	America Hispana: a portrait and a prospect	Scribner
Freeston, C. L.	Roads of Spain: a 5,000 miles' journey in the new touring paradise	Scribner



Author	Title	Publisher
Gallichan, W. M. and Hartley, C. G.	Story of Seville—with 3 chapters on the artists of Seville.	Dent
Gayer, Jacob	Hispaniola Rediscovered	Natl. Geographic, January, 1931
Gayer, Jacob	Scenic Resources of the Dominican Repub.	Natl. Geographic, January, 1931
Gibbons, H. A.	New Map of South America	Century
Guitteau, W. B. and Winter, N. O.	Seeing South America	Row, Peterson
Gordon, Jan and Gordon, Cora	Two Vagabonds in Spain	McBride
Hall, Trowbridge	Spain in Silhouette	Macmillan
Hannay, J. O.	Spanish Gold	Gorham
Haring, C. H.	South America Looks at the United States	Macmillan
Hartley, C. G.	Things seen in Spain	Seeley
Hildebrand, J. R.	Vasco de Gama—Pathfinder of the East	Natl. Geographic, November, 1927
Holt, Ernest G.	In Humboldt's Wake (Venezuela-Brazil Expedition)	Natl. Geographic, November, 1931
Hutton, Edward	Cities of Spain	Macmillan
Hutchinson, Hubbard	Cuenca: The City in the Sky	Travel, August, 1931
Irving, Washington	Alhambra	Macmillan
Irving, Washington	Conquest of Granada	Dutton
James, H. G. and Martin, P. A.	Republics of Latin America: their history, governments, and economic conditions	Harper
Judd, Neil M.	Everyday Life in Pueblo Bonito, New Mexico	Natl. Geographic, September, 1923
Keyes, Mrs. F. P.	Silver Seas and Golden Cities: a joyous journey through Latin America	Liveright
La Gorce, John O.	Jamaica, Isle of Many Rivers	Natl. Geographic, January, 1927
Laughlin, C. E.	So you're Going to Spain	Houghton
Latané, J. H.	U. S. and Latin America	Doubleday
Law, F. H.	Our Class Visits South America	Scribner
Ledig, Eliz. L.	Springtime in the High Andes	Travel, October, 1930
Lindbergh, Chas. A.	To Bogotá and Back by Air	Natl. Geographic, May, 1928
Lomas, John	Spain	Black
Long, E. John	Montserrat, Spain's Mountain Shrine	Natl. Geographic, January, 1933
Lummis, C. F.	Spanish Pioneers and the California Missions	McClurg
Madariaga, Salvador de	Genius of Spain, and other essays on Spanish Contemp. Lit.	Oxford

Author	Title	Publisher
Madariaga, Salvador de	Spain	Scribner
Maynard, Theodore	De Soto and the Conquistadores	Longmans
McBride, R. M.	Spanish Towns and People	McBride
Meier-Greafe, J.	Spanish Journey (Tr. by J. Holroyd-Reece)	Harcourt
Mérimée, Ernest	History of Spanish Lit. (Trans., rev. by S. G. Morley)	Holt
Morley, Sylvanus G.	Chichen Itzá, an Ancient American Mecca	Natl. Geographic, January, 1923
Morley, Sylvanus G.	Foremost Intellectual Achievement of Ancient America	Natl. Geographic, February, 1922
Morley, Sylvanus G.	Unearthing America's Ancient History	Natl. Geographic, July, 1931
Mozans, H. J.	Along the Andes and Down the Amazon	Appleton
Newbigin, A. M. S.	Wayfarer in Spain	Houghton Mifflin
Normano, J. F.	Struggle for South America: economy and ideology	Houghton Mifflin
Norton, H. K.	Coming of South America	Day
O'Hagan, Thomas	Spain and Her Daughters	Hunter-Rose
Peers, E. A.	Spain: a companion to Spanish Studies	Dodd-Mead
Phillips, H. A.	Meet the Spaniards	McBride
Phillips, Henry A.	Spain's Vivacious Commercial Capital	Travel, June, 1929
Popenoe, Paul	Costa Rica, Land of the Banana	Natl. Geographic, February, 1922
Prescott, Wm. H.	Luster of Ancient Mexico. (Abstract from <i>Hist. of the Conquest of Mexico</i> , by Prescott)	Natl. Geographic, July, 1916
Redman, Ben Ray	In the Shadow of the Pyrenees	Travel, December, 1929
Rhoads, Dorothy	The Bright Father and other Maya Tales	Doubleday-Doran
Richman, I. B. and Bolton, H. E.	Adventures of New Spain	Yale Univ. Press
Richman, Irving B.	Spanish Conquerors	Yale Univ. Press
Riggs, A. S.	Spanish Pageant	Bobbs
Rippy, J. F.	Latin America in World Politics	Knopf
Robertson, W. S.	History of the Latin American Nations	Appleton
Robertson, W. S.	Rise of the Spanish-American Republic	Appleton
Sanchez, Mrs. N. V.	Stories of the South American States	Crowell
Saunders, C. F. and Chase, J. S.	California padres and their Missions	Houghton Little
Sedgewick, H. D.	Spain	Dutton
Seton, G. T.	Magic Waters	Dutton



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Sherrill, C. H.	Stained Glass Tours in Spain and Flanders	Dodd-Mead
Shepherd, W. R.	Hispanic Nations of the New World: a chronicle of our southern neighbors	Yale Univ. Press
Showalter, Walter Joseph	Lure of Lima, City of the Kings	Natl. Geographic, June, 1930
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#### GERMAN DEPARTMENT

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Baker, Rannie B.	In the Light of Myth	Low
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Brooks, Olive	Leipzig's Pageant of Modern Commerce	Travel Magazine, September, 1930
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Marlowe, Christopher	The Black Forest	John Lane and Lon- don Bodley Head Ltd.
Maxwell, Gerald	The Old World Germany of Today	Dodd, Mead
McBride, Robert	Towns and Peoples of Modern Germany	McBride
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Mowrer, E. A.	Germany Puts the Clock Back	Morrow
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Osborne, Albert B.	Rothenburg—City of Red Roofs	Travel, April, 1911
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Author	Title	Publisher
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In closing, I wish to reiterate that this has been a department project; every one has shared in the experiment. All of the stencilling and mimeographing—about seven sheets are distributed weekly—covering a year cycle, is done within the department. The course is illuminated by the personal experiences of a faculty which has travelled abroad. To the members of the Modern Language Department, who, since the inception of

the course, have contributed largely to the project, is due any small success we may have attained in giving the student a clearer understanding of an alien people. The work is not completed; the course must be improved; we invite criticism and suggestion.

ALINE DE KERNAY,  
Chairman, Modern Language  
Department.

John Adams High School.

## THE DILEMMA OF THE LIBERAL TEACHER

IT is at best a very difficult task to satisfactorily define the liberal teacher and even at this moment, I do not feel that I have convinced myself of just what is one. I do know that I regard myself as a liberal teacher, though some of my associated colleagues claim that I am definitely conservative, and that I could not possibly understand the meaning of liberalism for I am too much at heart a product of my earlier training. So you, my friends, can understand that the first dilemma of the liberal teacher is a definition of that liberalism.

Of course, a liberal teacher is one who is conscious of social progress and in awareness of that fact,

endeavors to face the realities of life without prejudice or emotion. But the liberal teacher is more than merely one who notes change; he is one who believes in change only when such change is progressive and beneficial to the mass of humanity. He is one who decries changes in which the Rights of Man are Violated; he is opposed to reactionaries, he is one who believes that the world isn't such a bad place, but that it could be made better. He is one who endeavors to present to his classes the problems of life in such a fashion as to permit the students to develop their own conclusions logically and in terms of social benefit.

It must be realized, of course,



that any liberal teacher does face many problems, particularly when such a teacher is a member of the social science department. A teacher of liberal tendencies may not have an opportunity to practice his liberalism in the classroom but the teacher of history or civics or economics cannot escape the problems presented by the subject matter and it is here that the dilemma of the liberal teacher arises. It must also be noted that the hide-bound reactionary has no such problems for he is unaware of the social forces and has therefore no conflict or dilemma.

What point of view should the liberal teacher take when it comes to the presentation of subject matter? In teaching New Deal legislation, the liberal teacher must be guided by an impartial point of view, but what may be regarded as an impartial point of view by the liberal may be regarded by the conservative teacher as rank heresy and by some portions of society itself as contrary to the established wishes of the community. It is this conflict between truth and fiction, because much of what society wishes is fiction in which the realities of life are blandly disregarded—as I said, it is this distinction between truth and fiction which is the greatest hurdle for the liberal educator.

What should the liberal teacher do regarding the tissue of falsehoods circulated as truths which are

only circulated because their spread fits someone's philosophy of rugged individualism. What attitude should the liberal teacher take on such matters as T.V.A., A.A.A., N.R.A. or the multiplicity of alphabetical agencies whose creation and whose final aim is social and economic betterment? The answer is obvious—the liberal teacher should, if courageous, teach the truth! But here the liberal teacher faces another problem—for the truth is not so easily ascertained, and if discovered, may, as I earlier said, not fit into the social or economic pattern of the society in which the teacher is teaching. It is obvious that one could teach any of the New Deal legislation in an abstract manner, merely stating the conditions which led to its passage, outlining the actual legislation itself, explaining its purpose, and then discoursing on its strengths and benefits. Certainly, such a series of lessons would in no way be contrary to the established traditions of correct procedure, but once a human person discourses on the realities of life, there is bound to creep into such a discussion the philosophy of the teacher and certainly the philosophy of liberalism might tend to indoctrinate the youthful mind of the student body. Here, to me, is the problem of the liberal teacher. Just how can he discuss controversial matter in such an abstract way and in the absence of personal opinion without in

some manner devitalizing his work. After all, no one can escape his own feelings without in some manner exposing his liberalism.

Liberalism is at best a dangerous disease—dangerous to its possessor, for as I earlier said, its expressions might run counter to the established acceptances of society. Today there is much controversy over the Supreme Court. How shall he teach the Court—and its usurpation of power. Shall he tell the truth of the Court, of the midnight judges, of Marshall's own political attitude, of Marshall's acceptance of a suit to which he in some measure had been a party as Secretary of State under Adams? Shall the Liberal Teacher forfeit his self-respect and gloss over those phases of the Court in which there was in some measure the outward form of legalized stealing of rights and powers it never possessed? I wonder!

How long would the liberal teacher survive in his position if he let truth in through the window and permitted the children to think? Shall the liberal teacher teach the truth of Jefferson, Jackson and Lincoln in refutation to the lies that some of our pseudo-liberal newspapers preach? Should the liberal teacher state that most of the lip service given to these great Americans is done to fool the public into believing that these great Americans were other than they appeared to be. I know as

you do that Jefferson was a real liberal, that Jackson believed in mass democracy, and that Lincoln, the great Humanitarian, would have done just as Franklin D. Roosevelt is doing. Yet, there is danger to the liberal teaching in exposing these facts for raucous, loud mouthed minorities with special and highly selfish interests to protect would crucify that teacher on the pillar of malicious lies—lies as to his aims and misstatements as to his economic and social beliefs. They would call that teacher a red, an emissary of Russia, a Communist, and by subtle statements, bury that honest teacher. Liberalism is a dangerous disease—because it may injure, at least, economically, the teacher believing in it.

What position should the teacher take on such matters as the League for Peace, fascism, communism and all the other isms with which the world is being plagued today.

It is my firm belief that the liberal teacher has to face the many problems which arise daily in the classroom—which cannot be avoided; which he must meet at the moment, and no matter how he faces the issue, he is bound to annoy some groups. If he faces the facts and speaks the truth, he will incur the enmity of powerful forces. He is between the devil and the deep sea. Yet he must not waver, for the truth is its own



salvation. He must under no circumstances be dictatorial in his views, prejudiced in his opinions, and he must under no condition, try to force the students into accepting his own personal philosophy except insofar as the truth is its own indoctrinator.

Changing viewpoints force upon the liberal teacher newer problems. Much of our own youth unrest has its origins in economic necessity, in a greater interest in what is going on in the world about us. The liberal teacher faces an acquisitive, questioning, why-minded youth, no longer accepting authority per se as the solution to their problems. The liberal teacher must show our distressed, embittered youth that recovery and prosperity can never come about by mystical or magical forces, but only through definite social and economic measures of reconstruction,—measures which may vitally attack the vested rights of powerful minorities.

The dilemma of the liberal teacher is to make a choice between

teaching traditional material in a fashion satisfactory to the oath makers and professional patriots or by teaching the truth as it arises, thereby endangering his own security.

Liberalism is dead in many parts of Europe because the Liberal teacher has been legislated out of existence by both reactionaries, as in Germany and Italy, and by radical progressives, as in Russia. And liberalism in America is slowly being strangled by laws hampering freedom of speech and academic liberty. A danger exists in America that great powerful minority groups with money and credit unlimited, using tactics similar to the Fascists and arousing mass hysteria, may legislate away our freedoms. The real problem to the liberal teacher is to educate America towards an intellectual approach so that freedom—our heritage—will always be ours.

JEFFERSON PURCELL.  
Walton High School.

## HIGH POINTS

### School of the Air

Efforts have been made of late in the English Department of Samuel J. Tilden High School to determine how radio can be utilized in education. This movement has been inaugurated at the suggestion of Mr. Loughran, the

Principal, and under the direction of Miss Mohan, chairman of the English Department.

Before guiding the pupils as to desirable educational programs and while awaiting the findings of the committee formed for that purpose, I thought it advisable to as-

certain what part radio played in the lives of the pupils.

The study was inspired by a question I asked of a first term English class as to the length of time each member listened to the radio. I was surprised to find that the average time for a normal sized class was two and one half hours per day. Using another first term class as a control factor I found the same result. A questionnaire was rapidly drawn up and submitted to the two groups aggregating about seventy pupils. As the answers afforded a few surprises and tended to emphasize the importance of radio in the daily life of the pupil, I decided to summarize them for the readers of HIGH POINTS. The sampling I know could have been more adequate. I realize that the time claimed as listening to the radio will probably decrease in higher terms owing to more outside distractions. The degree of attention is also open to question. Yet radio does play a greater part in their lives than most of us suspect.

Although the questionnaire was given without any previous warning, yet in answer to the second question, "What are your favorite radio programs?" one pupil was able to name twelve radio programs, time, stations and frequency. The same pupil incidentally mentioned fourteen favorite radio stars. There were none who were unable to mention five or six

such stars. Incidentally, there was no pupil who had not a radio in his home.

The favorite programs were listed as follows:

1. Major Bowes' Hour
2. Rudy Valee and his orchestra
3. Five Star Final
4. March of Time
5. Eddie Cantor
6. Jack Benny

Among the programs "Show Boat" was ranked first by a few, and Lowell Thomas was the most popular of the news commentators.

In answer to the fourth question, "What have you learned from the radio?" the answers were as follows:

1. News of the day (placed first by eight pupils).
2. Crime does not pay (five vouched for this).
3. High lights of history (subscribed to by four).
4. Use of proper English (attested by four).
5. Safety in the streets.
6. It pays to be honest.
7. Knowledge of foreign countries.
8. Educational facts.
9. Be generous.
10. Economy in the home.
11. How to cook.
12. To drink lots of milk.
13. Health.



14. Not to tell lies.
15. It is good to be serious at the proper time.
16. Keep trying till you succeed.
17. Not to be selfish.
18. Life of Mark Twain.
19. Life of Louise May Alcott.
20. Jokes and songs.
21. Everyday life stories.

In answer to the fifth question, "Does the radio interfere with your study?" only two voted no.

One answer was equivocal: "Not with mine, but it often does with others'."

One girl said, "If the music is soft—no; if the program exciting—yes."

In answer to the sixth question, "Why do you like to listen to the radio?" the following were the most frequent reasons given:

1. Entertaining.
2. Helps in studies.
3. Learn many things.
4. Interesting and educational.
5. Find stories thrilling.
6. Enjoy comedians.
7. Music delightful.
8. Keeps you from bad company.

One acknowledged that the radio was a "great luxury" and another gave as her reason for tuning in, "I want to be cheered up after school."

In answer to the seventh question, "How does radio help you in

your studies?" the following were the more common replies:

1. Teaches good speech.
2. Promotes good habits.
3. Teaches politics useful for civics.
4. Gives world events not always found in newspapers.
5. Facts of history.
6. Helps English composition (how was not stated).
7. Many radio programs have to do with things learned in school.

One made bold to say that he learned more from the radio than he did from school.

There were three other questions submitted. One dealt with the news programs, which all liked except two. "Five Star Final" seemed to take precedence over the "March of Time". This may or may not be due to the fact that the latter is on the air at 10:30 and probably has fewer listeners among the pupils than the former, which is broadcasted earlier in the evening. All were agreed that radio is of great benefit in education. Very few were of accord in the answers to the last question, "What is your favorite radio program?" Here, however, the news broadcasts scored heavily.

From this study—inadequate in many respects—a few valid conclusions may be gleaned. Radio plays a very great part in the life

of the pupil. Even unguided radio taste has been productive of great results for culture and education. Much more is to be expected when the schools find a means of developing and guiding this taste to better things.

T. P. O'LOUGHLIN.  
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### The Mental Hygiene Implications of Vocational Guidance\*

We, in the high schools, are well aware of the emotional difficulties of the adolescent. We know, too, that in addition to the physical and emotional crises which confront him, he is faced with the problem of vocational adjustment.

Let us pause for a moment to consider the causes of the emotional difficulties that often accompany vocational choosing. Most of us have met the parent who wants to give his child the things that he himself missed in life. This parent is projecting his desires upon the youngster. We also know the parent who admires some profession and can think of nothing more gratifying than the fact that his boy or girl may enter it. Sometimes the successful parent is eager to have his child follow in his own footsteps. And how often do varied intelligence levels within one home bring about frustra-

tions and bitterness when one child cannot follow in the path of his more brilliant brother or sister.

The child himself may have built up attitudes along the same lines. He, too, may admire the doctor who operated on him; his love of a parent may bring about a desire to carry out parental wishes; a "crush", or a particularly appealing story—any of these may bring about identification, or may create within him a picture of himself as he would be.

The boy or girl who cannot meet the demands of the home, or his own expectations, almost invariably develops emotional difficulties. Parents frequently refuse to accept the fact that the child lacks the necessary abilities or that his interests lie in another direction. Quarreling often results, and charges of laziness and lack of affection are made. He experiences a sense of defeat, establishes habits of failure, and develops feelings of inferiority and fears. As a result he may compensate by becoming aggressive—seeking attention by clowning, or otherwise becoming a behavior problem; often he cuts classes, becomes a truant, or runs away. He may, on the other hand, withdraw within himself—becoming timid, and shy—or escaping by means of day-dreams.

Sometimes, in spite of all these difficulties, the youngster persists in his incorrect choice and manages to carry on through the period

\*Delivered at a Panel discussion of the Mental Hygiene Committee of the High School Teachers' Association, April 1, 1936.



of preparation. But his problems follow him into adult life.

The average individual devotes the greater part of the day to his work. Definite emotional satisfactions must, therefore, come with that work—whether they be in the form of pride in exact skill, loyalty to the firm, or sense of security. The absence of such satisfactions will again bring about compensations in the form of aggressiveness or withdrawal and eventually social failure and inadequacy.

The counselor, in giving vocational guidance, seeks to "help the individual to choose an occupation, prepare for it, enter upon it, and progress in it."<sup>1</sup> It is the job of the counselor to give information or point to sources of information about fields of work, so that the student may learn something of occupational possibilities among the twenty thousand occupations available in our country. It is also her job to help him to know himself—to objectify his likes and dislikes, his social traits, attitudes towards life, habits, special abilities and disabilities—and to consider these in relation to vocational possibilities.

The guidance program involves education of parent, as well as of child. The parent must be helped to know his child and to accept

<sup>1</sup>National Vocational Guidance Association, *The Principles of Vocational Guidance*, Bureau of Vocational Guidance, Harvard University, Cambridge, Mass., 1930.

him as he is. The parent's own attitudes must be objectified to him, so that he may better understand his desires and his reactions.

Dr. Ira S. Wile, in a recent article in *Occupations* says, "Counseling vocationally means counseling in terms of personality potentials, as well as realities."<sup>2</sup> The counselor must be able to recognize definite personality traits and associate these, at least negatively, with the world of work. She must know, for instance, that the manic type of individual who is talkative, voluble and excitable should beware of undertaking sedentary work which keeps him away from people; that the depressive type experiences difficulty in adjusting to people, and should not be abruptly forced into situations where he must do so.

The challenge to vocational guidance today lies in the fact that it may not be possible for the individual to "enter upon" the occupation of his choice upon completion of his preparation. This difficulty of his preparation. This difficulty we must accept as part of a particular economic situation. We must, however, recognize those far greater values which the guidance process invariably leaves with him—broader vision, a more optimistic outlook, an understanding of self, and a technique, not only for vo-

<sup>2</sup>Wile, Ira S., *A Mental Hygienist Looks at Guidance and Industry Occupations*, November, 1934.

cational self-guidance, but for adjustment in times of crises and to situations in general.

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### Grammar Football

The value of classroom games as a mode of secondary motivation in the teaching of the minimum essentials of English composition, is well established. Particularly effective is the liaison of the fundamentals of grammar with the field of sports. Perhaps another device will be useful for the English teacher in the hours which are devoted to drill in this subject.

After grammar baseball palls or becomes "unseasonable", a variant in the form of grammar football may be used. Some knowledge of football rules is required, but not much, and the game is as effectively played in a mixed class as with a group of boys.

A student can usually be relied upon to place a football gridiron on the blackboard, with a fifty-yard line in the center and parallel lines proceeding therefrom in five-yard units to the goal line, behind which goal posts are indicated. No attempt is made to simulate a kick-off, but the ball is started in midfield by means of an

x mark placed on the fifty yard line at one side of the field.

The class is, of course, divided into two teams, each having a captain (a "star pupil"). One side starts with the "ball." The members of this team in turn answer questions or make recitations from an assigned portion of the textbook used for drill. The team is allowed four trials (downs) in which to make ten yards. A correct answer yields five yards; an answer partly correct or showing only moderate error yields no gain; a genuine "boner" results in a five-yard loss. Gain or loss is indicated by a line zig-zagging across the gridiron, in the fashion used by sports writers for graphic representations of actual football games. (See the Sunday sports section of almost any newspaper during the football season.)

If four downs are made without the necessary yardage having been gained, the "ball" goes to the opposing team, which plays it in the reverse direction. If the yardage is made, first down is called and the ball continues in play with the same team. When the goal is reached, six points are scored. Each class period in which the game is played constitutes a quarter, which is automatically ended by the bell.

The writer has used the device so freely as to allow refinements to be developed. After a touch-



down is made, the captain of the successful team may designate any player, out of turn, to answer an unusually "hard" question. If this is correctly answered, the point after touchdown is made. The same procedure may be used when the ball is within thirty yards of the goal line and the captain desires to try for a field goal (3 points). If the side with the "ball", by reason of a blunder, is forced back over its own goal line, a safety (2 points) is scored for the other side. On any fourth down the captain may designate a pupil out of turn to answer the next question as a "punt". If the "punt" is successful, twenty yards are gained; if unsuccessful, the ball remains stationary, or a loss is recorded. In any event, the opposing team gets the ball after a "punt". Four classroom periods constitute a game, for which the winning team may receive some suitable award.

It is surprising how quickly even low ability pupils comprehend and put into effect all of these rather complex rules. As a matter of fact, most of the refinements outlined above were suggested by the pupils themselves. Needless to say, the classes look forward to these game periods with great avidity, and the resulting effectiveness and vitality in language drills is astounding.

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Richmond Hill High School.

### The Value of French Postage Stamps in Teaching French Civilization

Last term one of my students asked if one French period, before the end of the term, might be devoted to the study of French Postage Stamps. I was forced to admit I had never been particularly interested in stamps and did not know the first thing about them. However, I welcomed the suggestion and the day for our lesson on French Stamps was agreed upon.

The homework assignment for each student was to bring to class a report on one stamp, which was to be mounted on paper. It was to include a discussion of the historical and geographical importance of each stamp and a list of suggested vocabulary words.

I was rather skeptical at first of the value of such a lesson and feared much precious time might be lost, until I found myself developing a sudden latent interest in stamps and becoming extremely popular with some of the boys in my class who, up to this time, had seemed rather dull and uninterested in their French work and, what was more, not too eager to please their French teacher. After this lesson, they would come up to my desk before and after class explaining new stamps to me and asking if I cared to buy this or that stamp and in some cases even making me

a present of the less rare ones. They seemed fired with a new enthusiasm and a subsequent improvement in their French work resulted.

What was going to happen! They not only brought in one report but as many as five or more. Many even drew maps showing the exact location of the colony or place mentioned on the stamp. Some boys brought their entire stamp collection to class. It was an astonishing revelation in many ways. I was agreeably surprised at the eager interest displayed by the girls and found that their knowledge of stamps equalled that of the boys. This was one period that came to a close all too soon for students as well as teacher.

Many of the more common French stamps were duplicated, as was natural. For example, many students brought in the Louis Pasteur stamps but in various denominations, however. This gave us a splendid opportunity to talk about the famous French Scientist and his contribution to humanity. Incidentally, it was just about the time the motion picture "The Life of Pasteur" was being shown in the local theatres so the students were well informed on the facts of his life. This naturally led to a brief consideration of French movies.

The students' French Vocabulary was greatly enriched as a result of this lesson. They learned the word for "stamps". The French

words for the various colors were reviewed. This can also be used as a method for teaching colors in a beginning French class. Some French stamps contain more writing than others and hence afford a more enriched development of vocabulary, as for example, the stamp issued in 1935 bearing a picture of Richelieu and these words: "Tricentenaire de l'Académie Française fondée par Richelieu." This opened the way for a discussion of the foundation of the French Academy and its founder. As most of the students were unfamiliar with this subject, several of them offered to give us a report the following day on the French Academy.

An explanation of the French Monetary System and Foreign Exchange was a natural outgrowth of our lesson, inasmuch as each stamp bears the insignia "C" or "RF." The meaning of the abbreviation R. F. was discussed and a few moments spent on the government of France.

The stamp bearing the picture of Joan of Arc and the word Orleans was also a popular one with the class. Her life and the part she played in the Hundred Years War were discussed. In this connection, the geography of France was logically brought in. Orleans and other cities significant in the life of Joan of Arc were located on the map and studied. The association was made between



Orleans and New Orleans in the United States.

After our discussion of the French Stamps portraying historical French heroes and heroines, those featuring famous buildings and monuments in France, for instance, the Arch of Triumph, the Rheims Cathedral and many others far too numerous to mention here, were treated in like manner. It is interesting to note, that the United States has a fifteen cent stamp with the Statue of Liberty on it. French air stamps are also especially fascinating to study.

The colonial stamps of France contain a rich fund of material both from a geographical and historical viewpoint. A map study of Africa and Asia in particular is invaluable in this connection. These stamps are very picturesque and descriptive, usually depicting the native inhabitants, their products and industries, and interesting climatic and geographic phenomena peculiar to those regions, thereby affording an opportunity for natural vocabulary building and enrichment.

Needless to say, all this cannot be covered in one French period, but it can be continued another day and also used as a project or activity program for the French Club. Every student is very proud of our permanent collection of French Postage Stamps, which is continually being enlarged as new stamps are issued. The stamps are

mounted on an imposing poster containing maps of the various continents and showing their respective geographic position.

This is only an introduction to the vast fund of material French Stamps offer in a study and consideration of French Realia and Cultural Material. Of late, we have all heard so much about the need of developing new hobbies as part of our regular classroom activity and Philately most certainly is one hobby which we teachers of French should make good use of.

EDITH BJORKMAN.  
Winthrop Junior High School.

### A Plan For Extra-Mural Education

The educational value of many situations to be found outside the schoolroom has long been recognized by certain school systems in Europe and our own private schools are taking advantage of them with gratifying results. Progressive teachers in our high schools, too, are cognizant of the vivifying effect in providing their pupils with direct, first hand experiences in connection with the particular subjects they are teaching and are trying, at the great expense of their own time, to arrange field trips, study-excursions, concert and theatre parties, and visits to museums and other institutions. But because of the regularly established forty-minute subject period and the

inevitably complicated system of programming used in our large high schools, such extra mural activities have been few and desultory.

A scheme is hereby proposed, therefore, which without disturbing our established period system, and without unduly further complicating our programming system, may yet enable us to make extra-mural activities an integral part of our curriculum. The plan, in brief, is as follows:

For the first three weeks of every month a pupil is programmed, as he is at present, for his four or five major-subject-periods per day. But on the fourth week, the duration of his periods is prolonged from forty minutes each to one entire day each. Thus a certain pupil might have English on Monday, Biology on Tuesday, French on Wednesday, History on Thursday, and Art on Friday. On Monday he would join his class to attend a performance of a current play or to visit the editorial offices of a Metropolitan Daily. On Tuesday he would accompany his biology teacher on a field trip especially planned in connection with the class work in that subject. On Wednesday he would attend with his class a luncheon in the French quarter of the city, which luncheon was arranged in collaboration with some French-American Society, or he would go to see a French movie that happened to be playing at the

time. On Thursday the young Historian would pay a visit to the Museum of Art to get the local color of a particular period in History that he happens to be studying at the time. On Friday, if the weather permits, he might spend the best part of the day in the park sketching, or he might be taken to a department store to become acquainted with the characteristic design of certain period furniture. On Monday our pupil is back in his first-period class and resumes his regular forty-minute-period day. But this time he comes back to each period with something to talk about, something to write about, perhaps with something tangible to observe more closely under the microscope.

The carrying out of such a plan as is here proposed would entail the planning within each department of but four whole-day periods per term. Such planning might well be made a departmental matter so as to pool the resources and ingenuity of the best teachers of the department.

I am not entirely unaware of certain difficulties which will at once present themselves to the reader, but such difficulties can be overcome with time and experience. At any rate, some enterprising principal might try it out in a smaller Annex. Even if for one reason or another it failed there, it might still succeed on a sub-senior and senior level.



Such extra-mural experience would, it seems, breathe new life into every subject and break the monotony of the classroom routine.

ZECHARIAH SUBARSKY.  
Benjamin Franklin High School.

### Grade Advisers as Guidance Counsellors

The development of a system whereby a student may become so well known personally to a teacher or a group of teachers that he may receive really intelligent direction during his high school career is something toward which every school strives. Tottenville's grade advisory system is an outgrowth of this ambition and is yearly making strides toward a closer attainment of its goal.

The Committee of Grade Advisers consists of a Chairman and four grade advisers, one for each of the four years of the course. Each of the four has two or three assistants. A grade adviser and her assistants carries the same group from its entrance as freshmen to its graduation.

Even before the students enter the school the work of guidance is begun through the Chairman by means of letters to the neighboring elementary schools, which define courses and offer suggestions.

On the day during Regents' week when the incoming students first appear, the Grade Adviser and her

assistants are there to meet them, to describe the courses more in detail, to explain the plan of the school buildings, the traffic regulations, the rules regarding attendance and lateness, and any other details which will help the bewildered freshman to make a more rapid adjustment to his new environment. The young students are told where to find either the Grade Adviser or her assistants and are invited to learn the way to these offices and to drop in whenever a problem either of studies or of behavior arises.

Grade Advisers are not assigned to home rooms, so that they may be free during the register period to visit all the classes under their respective jurisdiction and to become acquainted with the students. Assistants are assigned to home room sections with their own advisory group as far as possible.

Within three weeks of the beginning of the term, or as soon as subjects are entered on permanent record cards, the Chairman of the Grade Advisers inspects the cards of the entire school for irregularities in program, such as too many or too few subjects, cuts, and errors on the part of grade advisers.

When the first marking period is over excessive failures are listed and referred to subject teachers for a report on the cause and for extra assistance to the pupil. At this time the grade advisers inter-

view every student who has failed more than one subject and send form letters home to parents, which call attention to failures and suggest that the parent call at the school. Students who fail only one subject are interviewed at the discretion of the Grade Adviser. Prospective graduates who fail any subjects are checked not only at marking periods, but at intervals between. In cases where graduation becomes doubtful, weekly reports from class teachers are sent to the grade adviser, who consults with pupils and summons parents when the necessity arises.

Special cases in all grades where behavior or home conditions are involved, are dealt with in consultation with the Dean, the Chairman of grade advisers, and possibly the Principal.

Grade advisers keep a complete record of the work accomplished by pupils and a statement of the course, groups and particular characteristics of each pupil. Uniform loose-leaf sheets are provided for this purpose, and are kept in a binder. When a student changes grade adviser because of failure, his entire case history is passed on to the new adviser.

Some time during each term the grade adviser or one of her assistants sees every student in the group to be sure that the record of future plans is up to date, to check up on work and to lay out subjects for the next term. During these in-

terviews attempts are made to understand the difficulties of the student and to learn his ambitions, that he may be guided in a choice of college or vocational work which will best fit in with his capabilities.

Freshman grade advisers interview the students as early in the first term as possible to prevent maladjustments in choice of course.

After the midterm's, students who have failed are again called to readjust their plans in the light of failure.

As soon as possible after a student enters high school he is asked concerning his plans for college or for training beyond high school. The requirements for the college of his choice are looked up and set down on the grade adviser's record sheet, and the course is planned with this in mind. Where a student is doubtful he is referred to the chairman of grade advisers, who is also the College Adviser for the school. She gives him whatever specific help he needs and shows him how to use the books on colleges and vocations which are in the school library.

Beginning with the sixth term, the chairman, in her college advisory capacity, sees every student, notes plans for future study, checks courses and credits to see that entrance requirements are being satisfied, and prepares lists to be sent to colleges which require advance registration. More pressure is



brought to bear at this time upon students who cannot decide, and these are called frequently until some definite plans are laid down.

All students in grades 6, 7 and 8 are followed up every term to be sure that plans have not changed and that scholarship is being maintained at the standard required by the college chosen. Where students are falling hopelessly below such standards, the parent is called in for consultation and a choice of a different institution is suggested. When a bright student feels that he cannot go to college because of financial conditions, every effort is made to help him to earn scholarships or to get to some institution where he can meet the expense.

By means of all these personal contacts every student in the school is given individual consideration at least once a term and frequently more often. Further contacts are established in home rooms, activities and classrooms, so that by graduation the grade advisers and her assistants are really well acquainted with all of the students, and with a great number of the parents.

Contact with parents is established as far as possible through the meeting of the Parent-Teachers' Association. Before each meeting there is period of 45 minutes during which teachers remain in designated rooms, a directory of which is posted where parents can

easily find it. Grade advisers and class teachers notify parents whom they wish to see and all parents are urged to come early to meet teachers. Parents are becoming increasingly conscious of the value of this contact with the teachers. Many of them come only for this preliminary period if they cannot spare the time for the meeting, and nearly all have secured in advance, from their children, a list of the teachers they should see.

F. EDNA HAUSNER,  
HELEN R. ANDERSON.

Tottenville High School.

### An Experiment with "Arrowsmith"

Firm in the belief that sixth term high school students could be interested in research work and do a thorough and complete job, I decided to attempt such a project by the study of "Arrowsmith." The enthusiasm with which the book was received was regarded as a good omen, and the opening gun was fired almost immediately. A number of students had seen the moving picture; a few had read the book; practically everyone in the class knew that the story concerned a doctor, a laboratory, a plague. That was about all they did know. The assignment that first day was simply, "Read the book as fast as you can. Enjoy the story."

After a few days, the first dis-

cussion was held. It developed from the opening paragraphs in which "a ragged girl of fourteen" is driving a covered wagon through the Ohio wilderness. She had buried her mother with her own hands; she was caring for a fever-ridden father, and mothering a number of "brats." Her father begged her to turn back, but the reply was: "Nobody ain't going to take us in. We're going on just as long as we can. Going West! They's a whole lot of new things I aim to be seeing!" She was Arrowsmith's great grandmother.

From the interesting introduction arose the age-old problem of inherited tendencies, and a lively discussion of the possibility of Arrowsmith's inheriting special traits of character held the attention for several minutes. As the class had been reading the novel, they knew that he possessed one trait—curiosity—of his ancestor, so we chatted most informally about that.

Was curiosity a good trait to possess? Some thought it was; others were not quite sure. A definition of the word seemed the logical method of procedure. If one were curious, he was inquisitive, and that could lead to disaster. "Didn't curiosity kill the cat?" someone volunteered. The class enjoyed that, but the answer followed immediately, "Yes, but information brought it back!" There was a new idea. Had they been curious about

anything? To be sure, they had. What had they done about it? Nothing, in particular. They had asked someone else, but if the information hadn't been forthcoming, they just let the matter drop. Thus we drifted on to *Arrowsmith*. Martin Arrowsmith was curious. Would *he* let a matter drop as easily as that? He would not. Why? Because he just wasn't curious. This was an important distinction to make, and the blackboard notation showed that curiosity alone had no value, whereas curiosity coupled with initiative, perseverance, and determination would lead people on to interesting hours of exploration.

Then I said, "Now, if you had Arrowsmith's desire to find the *Why*, in what type of research would you be interested? A number of topics directly connected with the book were suggested, such as: Plagues, Hero Worship, Anesthetics, Microscopy, Laboratories, and so forth. An equal number of unrelated topics were mentioned, too. A few students selected Sinclair Lewis, Mark Twain, Milton for research. Some selected Printing; others, Hobbies; one, Superstition, and so forth. Then and there we decided to be Arrowsmiths; to develop the scientific outlook; to ask *why* and to discover the answers ourselves.

And at this time the question I had been waiting for was asked. "How can I find out what I want



to know? Where shall I look? How do I go about it?" By this time the period was about over, so I told each one to have a topic ready for the next lesson—a topic he really wanted to explore—and I would show them the way to wisdom the next day. Thus I had the opportunity to make them library conscious.

The next day one of the librarians arrived promptly to give them a lesson on compiling a bibliography. After a brief talk on the purpose of the lesson, he initiated them into the mysteries of the Reader's Guide, the card catalogue, the pamphlet drawer, the clippings file, the encyclopedia, Who's Who, and all the rest. He had sheets of oaktag printed to represent sample library cards showing exactly how the information would be printed. Four types illustrated whether the material was taken from a book, a part of a book, an encyclopedia, or magazine. Then, armed with a half dozen library (index) cards each, they set forth to compile their own bibliographies. They were left to progress at their own rate of speed, and told that on a specified date, their cards would be called for.

In the interim they were questioned as to progress. It was amazing to discover what they had done when they knew how to go about the task. Some had written to hospitals for information; others

had visited laboratories; a few had had interviews with specialists on their subjects. And they were having a glorious time. One girl remarked: "Really, I never knew so much material could be found on my topic. I've learned so much, I don't know where to begin."

As the bibliographies progressed outside of class, in class were held the most interesting discussions based upon the story. The units were as follows:

I. Curiosity (Described above.)

II. Hero Worship: Its Value.

Emphasis placed upon Gottlieb's character. Sacrifices he endured. Why? Is Sacrifice of popularity worth while? Type of man he must have been. Contrast of Gottlieb and Pickersbaugh. Heroes of 1935.

III. Ambitions

Comparison of themes of "Macbeth" and "Arrowsmith." Discussion of egotism and altruism. What are worthy pursuits? Conclusion drawn that anything done well and honestly is a worthy pursuit provided it has social value. Qualifications for worthy pursuits. Where does

Arrowsmith stand in this category? Was he human? What makes him so?

#### IV. Lesson on Small Town Life vs. City Life.

Question: Would you have liked to live with the Tozers? Why? (All facts drawn from Wheatsylvania.)

Was it living in a small town that made them what they were? List advantages and disadvantages.

Recreation, education, business possibilities, social contacts.

Comparison or contrast with city life.

Are there "small towns" in large cities like New York? Where? Value?

Main idea should be to show that narrow-mindedness is *not* found in small towns only and that until people become more conscious of their neighbor's rights as well as their own, there will always be friction.

#### V. Lesson on Responsibility

of Doctor to his People.

Question: When you choose a physician, how do you go about it? (Reputation, professional attitude, ability to inspire confidence, and so forth.)

Would you have called in Fatty? (Answer comes very forcibly. "No." We know how "dumb" he was, but others might not know.)

This then is the point to make: which is the greater responsibility: Loyalty to one's friend or to the community? Pages 28 and 29 are very good reading, and carry a splendid message as well as prompting thought.

#### VI. Celebration of a Pickersbaugh Week. Class dramatization.

Turn the classroom into the village of Nautilus. Have slogans, parades, verses, speeches, exhibits. The students write and plan their own speeches, booths, etc. This idea includes the whole



class and their is plenty of real activity.

VII. Scientific aspect of story. Heroes of research. Discussion of "Microbe Hunters". Prove or disprove the quotation mentioned in "Rats, Lice, and History" which condemns Arrowsmith's conduct at St. Hubert. Discussion of use of controls. Is it fair to sacrifice human life as was being done at St. Hubert during the plague?

VIII. Debate: Socialized Medicine. Should the State choose doctors for special communities in order to employ them all?

X. The Women in the Story. "Thou art a woman, And that is saying the best and worst of thee." "Woman may err, woman may give her mind To evil thoughts, and lose her pure estate; But for one woman who affronts her kind By wicked passions and remorseless hate,

A thousand make amends in age and youth,

By heavenly pity, by sweet sympathy,

By patient kindness, by enduring truth,

By love supremest in adversity."

With these two selections as a starting point, the four women in the story can be discussed in a very interesting way. Lady Macbeth can be brought into the discussion, too, if "Macbeth" has been studied.

IX. The Purpose of the Story.

Discussion of writing.

1. Art for Art's sake

2. Propaganda

Books with a purpose:

Stowe: Uncle Tom's Cabin

Dickens: Oliver Twist

Lewis: It Can't Happen Here

Remarque: All Quiet on the Western Front

The Road Back

Washington:

Up From Slavery

All the war and peace books that are being written now.

Value of Literature based on propaganda.

A fine article on "Literature and the Social Left" appeared in "The Saturday Review of Literature" for November 2, 1935.

By the time these discussions were over, the bibliographies were ready and then the essays followed. They will be typed, illustrated, then bound in an attractive blue binding, stamped with silver lettering, and added to the class book collection.

It was a worthwhile experience.

MURIEL B. NEWTON.

Abraham Lincoln High School.

### Those Illustrated Notebooks

A surprising amount of attention is paid, in the first four or five terms of high school, to the matter of notebooks. In the upper grades the notebook tends to become, as in college, the problem of the individual student. But in the lower terms the notebook is often of prime importance, something to be rewritten, worked over, underlined in red, and—illustrated.

The central task of school seems almost to have become, in the minds of many of the students, that of clipping a sufficient large number of pictures from

newspapers, magazines, and even from books to prove diligence in the pursuit of knowledge. For those who acquire such notions, the important thing is large-scale accumulation, irrespective of the relation of the illustrative material to the notes which are illustrated. Often, too, the pleasant task of making cut-outs becomes a substitute for work requiring more concentrated effort.

In spite of these objections, such notebooks can be of great value. They can give to abstract material the concrete reality necessary to provide meaning and facilitate retention. For bright children the notebook can provide the incentive for thought on the problems involved in the work, for a search for material in magazines and newspapers from a point of view—an important element in developing a critical approach. For dull children this type of work can supply not only the drill so necessary, but also the satisfaction which comes from doing something well within their power. These ends can be gained, however, only if the illustrative material is directly related to the subject matter.

It is obvious that the educational value of pasting pictures and newspaper articles in notebooks is dependent on the amount of thought required in the selection of such material. The illustration of the pastoral stage of



economic development by a picture of a boy drinking orange juice, or of technological unemployment by a ballet dancer is not a contribution to educational growth. But if in illustrating homework and notes on technological unemployment, the pupil has found a picture of a hand press and one of a modern rotary press, or if he has found a news article describing a new machine which will do the work of many workers, then that pupil has developed a real concept of the term "technological unemployment".

The variety and excellence of the material which children can find is surprising. To compare the world of 1750 with that of today, even the slowest students will bring in parallel sailboats and ocean liners, stage-coaches and automobiles, candles and electric bulbs, hand-loom and modern power looms. The artists in the class will develop charts of "Lighting Through the Ages", "Housing Through the Ages", "Transportation Through the Ages", and so on. They display great interest in the work of class-mates, and can be seen even during lunch periods comparing finds. (Can one say more?)

More valuable than pictures taken from magazines and papers are those drawn by the students. A widespread feeling of artistic insufficiency limits the amount of his work. However, emphasis

upon the importance of the drawing as developing the idea rather than as a thing of beauty will increase the number who will make efforts in this direction. Textbooks and library books, which suffer mutilation in spite of constant pedagogical exhortation, will benefit thereby. In the upper terms original cartoons can often be obtained. It is sometimes desirable when giving an assignment for an imaginative piece of writing, such as "The World in 2200 A.D.", to allow a pictorial alternative.

Written captions for pictures are valuable in developing judgment as to the meaning of the picture. Seemingly irrelevant material can be transformed into something very relevant by a good caption. A pupil in Modern History clipped a picture of a cart-horse and labelled it, "The Burden-Bearer of the Old Régime". The horse was marked the peasant, and various parts of the cart were marked tithe, gabelle, corvée, etc.

Clippings should perhaps be summarized in a sentence next to the article so that the pupil reads more than the headline.

To attain the desired ends, notebooks must be considered at some length in class. For some days at the beginning of the term, material brought by students might be discussed by the class. The question of relevancy should be paramount. The pictures and

clippings should of course be used whenever possible during the term in class work. The best work might be displayed on the bulletin board.

Notebooks of this type are of definite educational value. They widen the knowledge of the pupil, develop his judgment, add a mite, perhaps, to his artistic appreciation, and provide that objective material which young pupils need in order to feel that something of value has been accomplished.

ADOLF STONE.

Eastern District High School.

### Choral Speaking

From a pamphlet-letter written by Margaret M. Houghton, formerly of the School Service Bureau of Indianapolis, I read, "Probably the one subject most widely discussed in schools at the moment is Choral Speech."

Helen S. Young in an article entitled "Why Choral Speaking" (*Progressive Education*, Oct. 1935) answers the question by saying: "Choral Speaking is a way, as genuine as it is modest, of working out a new adjustment of the individual to the group."

Miss De Witt of Vassar in her book "Let Us Recite Together" writes, "People who are unable to take part in group singing should enjoy group singing in school, in church, or in glee club, they will find that group speaking of-

fers the same joy and that it awakens the same sense of unity."

Verse speaking, as an organized activity, dates from the early Greek drama. Its revival began in England only twelve years ago with the work of the distinguished Scotswoman, Marjorie Gullan, in teaching groups of students to recite together and in training selected voices as a Verse Speaking chorus. Today, these Verse Speaking choirs can be heard in the large cities, and even in the Cathedrals of Great Britain. It would seem to mean that drama is going back to the churches.

Verse speaking choirs also compete each summer at the Verse Speaking Contests held in Oxford. Some verse especially adapted to choral reading is now being written by such English poets as John Masefield, Gordon Bottomly and Clarissa Graves.

To quote Miss Marjorie Gullan: "To speak great poetry or prose in unison, or in antiphonal or three-part groups, offers a moving experience in united effort and achievement both for leaders and students and may provide a very sound training in the technique of speech and voice, as well as in interpretative values, all of which lead naturally to the single speaker's greater ability and power."

As teachers of oral English we seek interpretation of poetry. Poetry is nothing if it is not experienced. Choral Speaking should



not only help to free the individual from self-consciousness, to make him strive for good tone quality, but it should help him to understand, appreciate, and experience the poetry he is expressing.

There are three recognized types of choruses or Choral Work: (1) the amateur group who stay together for years and are proficient in technique (Miss Gullan has had such a group for ten years in Glasgow); (2) chorus of workmen who, through mass recitation seek community experience (such groups are formed in Holland and Russia; and in Katonah Labor College, U. S. A.); (3) educational type (with which we are concerned) where in high schools and colleges the study is more for practice and interpretation. The technique may not be high; the aim is principally experience.

It is interesting here to note that we have professional choric work in the Federal Theatre's presentation "Murder in the Cathedral". At the church, groups of women, clergy, and worshippers speak antiphonally, in solos with choruses, in part work and refrain.

Broadcasting is even using choric work in its announcement and narratives, as one who listens over the radio to group and two part work is aware. Also Verse Speaking by children trained in our schools has place in the broadcast over the Station of WEA, "The Magic of Speech". Such a program was given, in association

with the Eastern Public Speaking Conference held April 17th and 18th at the Hotel New Yorker. The Herman Ridder Junior High School, Hunter High School and Mt. Holyoke college participated. Miss Sutton, as chairman for the broadcasting company, said: "Today schools in Europe and in America find that by this method speech improvement for large masses of students is possible."

With this same desire to help the largest numbers of students, last year choral speaking was developed from the teaching of phonetics in the fourth term of the Julia Richman High School. This year it has also been used, by request, in several classes, including the first term.

Jingles give practice in voice placement, lip flexibility and clear enunciation. The girls enjoy simple rhymes. To them they are not exercises but joyous activities. The very fact that the jingle is given in choral speaking enhances its qualities, answering the criticism that poetry is spoiled by being practised. Of course the underlying purpose is not unduly labeled. Example:

"Rub-a-dub, wake and take the  
road again!  
Wheedle-deedle-deedle-dee, come,  
boys, come!  
You that mean to fight it out,  
wake and take your load again.  
Fall in, fall in, follow the fife  
and drum!"

Even in so simple a quatrain, the consonants are sharpened (the "r" is rolled to imitate the drum); pitch is changed (to sound like the fife); three part work is used.

Then there are poems to express beauty of tone (effluent utterance). An extract from a poem by Edith Sitwell illustrates this:

"The King of China's daughter,  
So beautiful to see,  
With her face like yellow water  
Left his nutmeg tree.

Her little rope for skipping,  
They kissed and gave to me—  
Made of painted notes of singing  
birds

Among the fields of tea".  
Effort is made to have the words flow, to subordinate by timing or pitch, and to give vivid pictures. The girls learn the meaning of pitch, stress, intonation, inflection and tempo, not as definitions from a dictionary, but through applied discussion and actual use.

In organizing the work each class is divided into choirs of seven, the appointed chairman selecting her own group. Every girl in the class has a place. The girls often have names for their choirs. They are interested in securing a balanced group of light, medium, and dark voices. For selections where more voices are needed, as in the Bible readings, dramatic presentations or epic poems, the choirs combine.

In the beginning the teacher will have to set the pattern; but, as soon as possible, the class should influence the decisions. The interpretation will be determined by class consent. The participants should be actively interested in the selection of material, blending of voices, and mode of presentation. They will make valuable suggestions, even vetoing your most cherished ideas to substitute better ones.

The girls appreciate the value of poise, in the fullest meaning of that word. Taking their places unobtrusively, they mentally repeat the rhythm and watch the leader of their choir. They listen to each other's voices, make word pictures (not just read lines), feel and see in imagination the scene they are portraying. They understand the need of relaxation, proper breathing, concentration.

Last year an assembly, using material from Miss Gullan's course at Columbia and Miss Elsie Fogarty's course under the University of London, demonstrated different types of choral reading. Dr. Michael Lucey, our principal, remarked to the assembly that upon a magic carpet we had visited many countries of the world.

The following is the program in which every pupil in the recitation section participated:



CHORAL SPEAKING—CLASS  
DEMONSTRATION  
December 13, 1936

1. Bible: The Twenty-fourth Psalm (Antiphonal)
2. Old Rhymes (refrain work with burdens)
  1. Hushaba Birdie Traditional
  2. Johnny at the Fair Traditional
  3. Spin Lassie Spin Traditional
3. Nonsense Verse (Sequence work)
  1. Bingo Traditional
  2. St. Catherine Traditional
4. Old Ballad (Two part work)
  1. The Tower Traditional
  2. Where Do the Gypsies Come from? Bashford
5. Modern Ballad (Group work)
  1. Semmerwater Watson
6. Lyrics (Various Groupings)
  1. Trade Winds Masfield
  2. Lines after Tea at Grasmere Wordsworth
  3. A Song of the New World Graves

This year, since little American poetry has been given in choric verse—the English seeming to know little of our literature—it was decided to present "Our Country as Pictured by the American Poets." Like Topsy the program "just grewed". Omitting tributes to national heroes, the aim was to show the development of our land beginning with the Indian. To second term pupils, who had read and dramatized ballads, went the "Indian Love Song", "Ballad of

Johnny Appleseed", "William Sycamore"; to the first term, by selection, "Coming of the Railroad", "Negro Spiritual" and "The Skyscraper". The fourth term girls are working on the more serious themes: "The Invocation to John Brown's Body", "The Pioneers", "The Oregon Trail". The program follows, each selection being introduced by appropriate remarks prepared by a member of the group:

CHORAL SPEAKING

JULIA RICHMAN HIGH SCHOOL

Annex P. S. 77, May 11, 1936

*Our Country as Pictured by American Poets*

Invocation (John Brown's Body),  
Stephen Vincent Benét  
My Bark Canoe (Ojibway Love Song),

Translated by Frederick Burton  
Indian Names..Lydia H. Sigourney  
School Days in New Amsterdam,  
Arthur Guiterman

Pioneers O! Pioneers,

Walt Whitman  
Johnny Appleseed 1775-1847,  
Rosemary Carr Benét

The Ballad of William Sycamore  
1790-1880,  
Stephen Vincent Benét

The Oregon Trail 1843,  
Arthur Guiterman

The Cowboy's Dream (I Ride on  
old Paint) .....

When I Lay Dis Body Down.....  
Animals a-Comin' .....

The Railroad Cars Are Coming,  
American Song Book  
Building a Skyscraper,  
James L. Lippett  
Skyscraper Is a City's Home,  
Clara Lambert  
Dear Land of All My Love,  
Sidney Lanier

Performance does not measure results. Even if a program is highly satisfactory, the paramount

values are for individuals. Through choral speaking the girls learn to do by doing, to speak by speaking, to love poetry by making it live. One girl said recently, "It is so nice to have poetry outside of a book." The students are also voice-conscious. They know good tone-quality in themselves and others.

SOPHIA GOODALE MILLS.  
Julia Richman High School.

Enrollment in the Different Foreign Languages in Senior High Schools  
as of October 15, 1936

Languages	I	II	III	IV	V	VI	VII	VIII	Total
French	11,170	10,470	18,038	14,795	8,438	7,088	510	397	70,906
German	3,731	3,122	3,766	3,291	1,330	1,354	20	30	16,644
Greek	52	34	16	14	4	4	.....	.....	124
Hebrew	512	378	386	200	31	32	.....	.....	1,539
Italian	2,048	1,689	1,740	1,313	577	499	25	109	8,000
Latin	5,133	4,518	5,046	3,987	1,895	1,449	286	154	22,468
Spanish	11,141	9,035	8,289	6,564	1,579	1,134	110	59	37,911
Totals	33,787	29,246	37,281	30,164	13,854	11,560	951	749	157,592

Grand Totals: Modern Languages, 133,461; Ancient Languages, 24,131.  
Total High School Population: 258,633.

Enrollment in the Different Foreign Languages in Junior High Schools  
as of October 15, 1936

Languages	7B	8A	8B	9A	9B	RB	RC	RD	Total
French	161	9,029	7,393	8,006	6,162	4,365	3,598	3,171	41,885
German	.....	629	572	531	429	329	257	225	2,972
Italian	.....	1,255	902	904	655	252	199	123	4,290
Latin	.....	292	264	341	213	550	516	506	2,682
Spanish	.....	1,394	1,136	1,125	887	153	204	129	5,028
Totals	161	12,599	10,267	10,907	8,346	5,649	4,774	4,154	56,857

Grand Totals: Modern Languages, 54,175; Ancient Languages, 2,682.  
Total Junior High School Population: 127,315.



## REVIEWS

### The Teaching of Mathematics: A Source Book and Guide

By Raleigh Schorling. The Ann Arbor Press, Ann Arbor, Michigan.

The many changes in scope, content, techniques that are taking place in the field of the teaching of mathematics, together with the vast amount of literature pertaining thereto, have made it necessary, every now and then, to pause and study the causes which have influenced the new developments.

A noteworthy attempt to gather into one volume the most important writings and excerpts of the outstanding articles which have had such telling effect upon reforms has been made by Dr. Raleigh Schorling in this latest contribution to the teaching of mathematics. These have been culled from the psychology of mathematics, from educational research, from committee reports, journals and the various yearbooks.

However, the reader should not be misled by the title, which seems to indicate the intention of the author to demonstrate the different methods of presenting all or most of the various topics in algebra and geometry. Rather is it a collection, a "Readers Digest" of the philosophy underlying the recent developments in the scope and content of

the materials used in the teaching of mathematics. In this respect it is rich in the contributions of the outstanding men in the field, such as Professor W. D. Reeve, Mr. William Betz, Professor Ernst Breslich and Dr. David Eugene Smith. It contains Professor Moore's address before the American Mathematical Society in 1902; the most influential part of the National Committee Report of 1923; Dr. David Eugene Smith's "Mathematics in the Training for Citizenship"; and a number of articles on the reform movement in secondary school mathematics. Of particular interest is the report "Teaching Problem Solving" by Dr. Breslich. Under the caption "The Techniques for Troublesome Spots", a few topics in the teaching of algebra are discussed. At the end of each chapter there appears a set of exercises which makes the book workable for college courses.

This compendium should be owned, read and reread by every teacher of mathematics. Dr. Schorling has initiated a new idea which, perhaps, others will follow and thus spare the overworked, yet conscientious, teacher the labor of plowing through the masses of words that pour from our presses.

HENRY H. SHANHOLT.  
Abraham Lincoln High School.

## Individual Exercises

Selected Exercises for Individual Conditions. By G. T. Stafford, H. B. DeCook, and J. L. Picard. Illustrated; 111 pages. A. S. Barnes and Company.

The reader may be less than twenty-five, chronologically, but if he feels more mature because of *individual* strains, drains, or deviations, the question of exercise then becomes a matter of vital interest.

In recent years many lay agencies, and some professionals, have prescribed "exercises" as a panacea for all ills. The authors, with a total of twenty-eight years of experience in the departments of corrective physical education at the Universities of Illinois, Arizona, and Northwestern, feel very strongly that the problems of selecting the right type and amount of exercise—that which is best suited to the requirements of an individual—are *not* simple matters. "Exercise," say the writers, "is only one of the many therapeutic modalities which contribute to healthful living."

They therefore implore each individual to find out what his health status is today by placing himself in the hands of a reliable (family) physician in order to secure a careful and all-inclusive *health examination*. They rightfully maintain that it is only after an individual has secured a correct diagnosis that

he may undertake to select *his* exercise program.

The opening chapter is devoted to a brief but interesting account of the *need* for carefully prescribed exercise in present-day society. The authors contend that many of the conditions of ill-health which are now common among the majority of the adult population could have been prevented had a proper emphasis been placed on preventive work and healthful living during their early school training.

The subsequent chapters give the reader basic information on numerous specific disturbances or defects and include carefully prescribed progressive sets of exercises advocated for them. Such conditions as blood pressure irregularities, digestive disorders, heart disturbances, foot weaknesses, malnutrition, dysmenorrhea, hernia, kidney disturbances, neurasthenia, and so forth are wholesomely and sanely discussed.

"The reader who is using this book as a guide for self-instruction will find no difficulty in selecting the correct activities for his particular condition. A set of very mild exercises, a set of moderate exercises, and finally a set of difficult exercises is offered for *each* of the various conditions discussed. In selecting the most desirable set for his condition, it is essential that one first know what his condition really is."

This practical book contains



many thoughtful observations. The least one can say of it, whether or not one agrees with all of it, is that it does have something to say that is worth thinking about.

The body of the book is devoted to a detailed description of the technic of performing each of the one hundred advocated exercises. The "stick men" illustrations which accompany each exercise will prove particularly helpful to persons not accustomed to exercise.

Of particular interest to teacher-readers will be the personal health scale and the suggestions as to how one may maintain optimum health. The purpose of offering these fundamental suggestions, say the authors, is to call "attention to the desirable signs of health and health habits which make possible the greatest happiness and well-being, and which give the greatest possible return in efficiency."

"Individual Exercises" is a book worth having.

M. DONALD ADOLPH.  
Thomas Jefferson High School.

### **Teaching the Social Studies in the Secondary School**

By Bining and Bining. McGraw-Hill, 1935. \$3.00.

As was to be expected, the report of so important a body as the Commission on the Social Studies of the American Historical Association, has stimulated to new ef-

forts the writers in the field of methods of teaching the social studies. Thus a number of volumes have appeared recently, discussing the problems of the social science teacher. Of these the volume by Bining and Bining, "Teaching the Social Studies in the Secondary Schools", is probably the best. It is plainly evident from a perusal of their book that these men have actually taught in the secondary schools and have their "feet on the ground" in their discussion of approaches to instruction in the social studies. A very fine introduction to the history of the teaching of the various social studies in the secondary schools is followed by a sane and well-balanced discussion of the various classroom procedures in the social studies, such as the "Lecture and Textbook Methods", the "Socialized Recitation Method", and the "Unit Plan Method". The discussion of each method is carried on in terms of the numerous pitfalls involved in the use of any of them in the classroom. Many of the suggestions offered are made concrete by the discussion of actual instances of their application. Thus, unlike so much of the literature in the field, one is left with more than a theoretical statement of what might possibly be done under "ideal conditions". Besides this discussion of individual classroom methods, the authors give an intelligent treatment to such vital prob-

lems as "Fusion Courses", "Visual Aids" and the problem of "Social and Civic Training". The authors have utilized the "Recommendations and Conclusions" of the Social Studies Commission of the American Historical Association and have incorporated many of the suggestions of that report in their volume. On the whole, the volume serves the twofold purpose of reinterpreting the literature in the field of methods of teaching the social studies in terms of the latest and best thought on the subject, and bringing up to date the work of such outstanding treatises as Henry Johnson's "Teaching of History in the Elementary and Secondary Schools" and Tryon's "The Teaching of History in the Junior and Senior High School". The volume by Bining and Bining is neither as philosophical in approach as that of Johnson nor as practical in approach as that of Tryon, but combines a definite point of view with a series of intelligent and practical suggestions in the teaching of the social studies. The chief shortcoming of the volume is the almost complete absence of reference to any of the social studies but history, in the discussion of methods of teaching. Thus the book might perhaps have been more accurately entitled "The Teaching of History in the Secondary Schools."

ALEXANDER BREINAN.  
Seward Park High School.

### **A Handbook to Literature**

By W. F. Thrall and A. Hibbard.  
Doubleday, Doran and Co.  
\$2.00.

For the general reader as well as the serious student of literature, this handbook is invaluable. It combines in a unique manner the materials of some of its predecessors, and includes some novel features not found elsewhere. Literary terms and forms are explained and defined, and, as with the essay, the novel, the drama, criticism, and so forth, a brief history supplied. The authors, in their treatment of their subject matter, strike a happy balance between the meaningless succinctness of dictionary definitions and the disturbingly diffuse explication of the specialized text. A selected bibliography is appended to the more important discussions.

A terse critical and chronological outline of American and English literature gives added value to this volume.

The simplicity and thoroughness of this handbook will serve to make the nebulousness of certain aspects of literary study more definite and more specific.

A. H. LASS.  
Abraham Lincoln High School.



**Twelfth Educational Yearbook,  
International Institute**

Edited by Dr. I. L. Kandel. Teachers College, Columbia, 1935. \$3.70.

The subject of this Yearbook of the Institute is a survey of the teachers' associations in seventeen foreign countries. The first of its kind, this survey points out what the teachers' organizations abroad are doing to safeguard their material and professional status.

Originally, teachers' organizations, the editor points out, centered their activities in such matters as pension, retirement, and so forth. Today, there is growing feeling among these teachers' bodies that the teacher is something more than a salaried state employee. His crucial position in the life of the younger generation, he feels, imposes on him obligations which he cannot comfortably shirk. Too, he is becoming vividly aware that in the rapidly approaching economic crisis, he cannot remain aloof, but must throw in his lot with other forces if he desires to preserve his right to think and teach honestly. The imminence of a totalitarian state in some form threatens to destroy what years of patient and unrelenting struggle have won for him. The plight of the teacher in Germany and Italy is a warning of what may come here and elsewhere, if the forces that menace democratic government are not headed

off. What Gleichshaltung and the Corporate State have done to teachers in Germany and Italy is precisely what they will do wherever they usurp the rights of a free citizenry in the interests of vested groups. A totalitarian régime has no place for free teaching. As this survey shows, with eloquent indirectness and understatement, where democratic institutions flourish, even in rudimentary form, the teacher may, with certain restrictions, discuss controversial questions in his class. He may transmit to his pupils the light and fire that is in him. He may question, however weakly and hopelessly, the government under which he lives. Where the State has, paradoxically, placed itself above its citizens, the teacher has been regimented into an abysmal bondage, from which escape is impossible. Frightened, insecure, a servile puppet in a game he does not understand, with bitter reluctance he molds his students into mad, misshapen little zealots.

We may not be at the barricades yet. But we cannot and must not neglect to notice the signs of unhealthy ferment in our national life. Loyalty oaths, rabid and unprincipled attacks against free, universal education disguised as budget-balancing, the suppression in various sections of the country of free discussion, the abrogation of academic freedom: these are not isolated or accidental phenomena,

nor are they merely academic questions. They are stark portents whose significance for us cannot be minimized.

A. H. L.

**Growth and Development: The  
Basis for Educational Programs**

Progressive Education Association, New York, \$2.50.

This is a "distillation" of the proceedings of the annual conference of the Progressive Education Association, held in Chicago from February 27 to 29, 1936, in coöperation with the Chicago Association for Child Study and Parent Education. The attempt to give a whole view of the conference necessitated the omission of the very valuable transcripts of the discussions following the papers, as well as an abridgement of the papers included in this volume.

A summary of the forty-eight contributions here published is impossible within the limits of these columns. In general, they follow the well-worn grooves of "progressive" philosophy, attempting to posit an educational program on the laws of child-development, the milieu in which that development unfolds, and some of the implications of method and content inherent in this interaction of personality and environment.

Not all of these papers are of equal value. Some are distressingly vague. Others seem, owing to

mechanical demands of publication, to have been truncated just as life had begun to stir within them. Many, like "The Problems and Interests of Older Adolescents," by Percival M. Symonds, "The Mental Development of Adolescents," by John N. Washburne, "Intellectual Development from Fifteen to Twenty-Two," by Fowler D. Brooks, "Psychological Implications for the English Curriculum, Eight to Fifteen," by Roy Ivar Johnson, and "Movies and Radio," by Edgar Dale, show a firm grasp of fundamental principles, and make a definite contribution to the understanding and solution of some very crucial problems in modern secondary school teaching.

The usefulness of this volume would have been immeasurably increased with the publication in full of the most significant papers. The lesser luminaries here admitted ought to have willingly consigned their feeble flutterings to decent and dignified interment in a brief summary.

A. H. L.

**This Trade of Writing**

By Edward Weeks. Little Brown and Company, \$1.75.

Mr. Weeks has been editor-in-chief of the Atlantic Monthly Press since 1928. His whole life has been spent with books and their makers. It is not unnatural then that what he has to say about "This



"Trade of Writing" should have more than ordinary interest for us. But Mr. Weeks is not writing for the general. His mildly witty and always penetrating observations are directed to those who are attacked by what he horrendously calls the "cacoëthes scribendi" or the "itch to write," and those who might have written, "were it not for matrimonial or other inescapable commitments." Others, of course, will be lured to contemplate the strange and, according to Mr. Weeks, ubiquitous creature as embryo, filled with hope and ignorance, as frustrated amateur, and as successful practitioner basking in the sun of popular acclaim. But the budding litterateur of whatever age will find much light in these pages. He may with profit read the Ten Commandments for Authors which Mr. Weeks quotes from Gordon Dorrance. The rather gritty quality of these maxims may not prove pleasant to those who regard writing and publishing somewhat esoterically. But

they should prove a very healthful tonic to all who want to write and don't know what to do about it. The "living wage" of the average author, as analyzed by Mr. Weeks, (he knows!) should prove very illuminating, and undoubtedly very discouraging.

The chapters on "How Men Write," "Method in Their Madness," and "The Three Crises" offer some constructive advice to the bewildered tyro, as well as to those who have in some degree arrived.

"This Trade of Writing" is far from inspiring in the ordinary sense of that word. But it is filled with practical and shrewd advice. "Write, if you must," Mr. Weeks seems to be saying. "But if you must, here are some things you ought to know about the travails and heartbreaks of a literary career." And there are many such, from the labors to make words come alive to discovering oneself without bartering one's soul for the popularity of the moment.

A. H. L.



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DECEMBER • NINETEEN HUNDRED THIRTY-SIX



# HIGH POINTS

IN THE WORK OF THE  
HIGH SCHOOLS OF  
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# BRIEF ON THE PROPOSED ELIGIBILITY REQUIREMENTS FOR TEACHERS

SUBMITTED AT THE PUBLIC HEARING OF OCTOBER 26, 1936, BY THE JOINT HIGH SCHOOL COMMITTEE

## 1. NEW YORK CITY TEACHERS NOT CONSULTED

NO educational question is more important than the selection of the best possible teachers for our schools. As is the teacher, so is the school. In discussing the proposed eligibility requirements, the sole point at issue is the extent to which the new requirements insure an improved quality of teacher. Any narrowing of the field of selection must be on the basis of quality only.

There has been little or no complaint about the technical or professional preparation of teachers entering our ranks in recent years. What criticism there has been has dealt with matters not connected with professional preparation in terms of courses in Education. We have heard at times complaints about defects of personality, faulty speech habits, and lack of general culture. But what contribution have courses in pedagogy to offer for the improvement of teachers in these important respects? Yet the proposed program increases the required courses in Education from four points to

eighteen points without warrant either in the light of our experience or in the judgment of educators in a position to speak with authority in this matter of the selection of teachers.

The new program was drawn up for the State without consultation with the teaching and supervisory forces of the High School Division of the City of New York, although well over 50% of all the public high school students of the State of New York are in our city schools. Nor is it a mere preponderance of numbers that we have in New York City. Ours is a carefully selected personnel drawn in part from far beyond the limits of our City and State and licensed only after the most exacting and searching tests. Surely, our teaching and supervisory corps is no whit inferior to that of any other part of the State; and it may reasonably be presumed to have something of value to offer in the drafting of such requirements as these. To have regulations of this sort announced in minute detail without having permitted the thousands of teachers, first assistants, principals, directors and superintendents of the high



schools of New York City to have a part in their preparation is a procedure that is unwise, unprofessional, and undemocratic. Such arbitrary dictation of a program determining the nature of our personnel for years to come without our having a voice in the matter smacks of current European procedures in education rather than the American way of handling a matter of this kind. It is idle to say that the interval since the original promulgation of the requirements has been used for adequate discussion. Such opportunities as we have had to be heard have been after the fact and have not resulted in the alteration of the State program in a single detail. Who can defend a procedure of this kind in this day and age?

We do ask now to be heard and we are confident that the defects of the proposed program will be so patent tonight as to make imperative a reopening of the whole question with adequate opportunity for the teaching and supervisory staff of the City of New York to have its views reflected in requirements that are to govern the selection of our teachers for years to come.

## 2. REQUIREMENTS SHOULD NOT BE FRAMED IN TERMS OF SPECIFIC COURSES

It is not too much to say, as Dean Gildersleeve has put it in a recent contribution to the "Educa-

tional Record" that these are "State requirements that discourage educated persons from teaching." As she points out, "It seems to be rapidly becoming impossible for graduates of the best liberal arts colleges to teach in the public schools." What is true of Barnard, is equally true of Bryn Mawr, Vassar, Amherst, Princeton, and similar institutions from which the City of New York might reasonably hope to draw valuable members of its high school staff. As Dean Gildersleeve points out:

"This growing tendency of requiring a number of specific points or hours in certain subjects for license to teach is contrary to the newest and most approved educational practice. Many of the best schools and colleges have been endeavoring to stop merely adding up hours of exposure to instruction, but to set up instead tests of power and achievement. It would seem reasonable to expect in the profession of education itself some similar effort to test the personality, the power, the professional education, and the professional aptitude of would-be teachers."

Is it not precisely to conduct such tests that our Board of Examiners has been set up?

If we adopt the proposed requirements, it cannot be denied that we are giving a decided advantage to the graduates of normal schools and teachers colleges as

against the graduates of liberal arts colleges. But, are these candidates from teacher training institutions to be preferred as teachers? In this connection, it is well to examine the findings of Dr. Ben D. Wood of Teachers College who has made extensive studies of the calibre of students in both the liberal arts college and the teacher training institution. In a recent contribution to the "Educational Record," July, 1936, Dr. Wood maintains that at least 60% of the students now in teacher training colleges are below the present average of liberal arts freshmen. Is it wise for us to give a favored position to the product of institutions so markedly inferior to the liberal arts colleges?

On the question of fixed requirements, Dr. Wood goes on to say:

"I am convinced that mere increase in the time requirements, with or without prescribed units, will not notably raise professional standards, but may prevent some desirable types from entering the profession . . . Time spent in classrooms or elsewhere is not a good index of intelligence, culture, personality, or other professionally desirable qualities . . . I propose that we transfer our attention from units of time requirements to the individual applicants and candidates."

Is it not just such a detailed study of record together with written, oral, and practical tests of power

that our Board of Examiners has been established to conduct?

The American Association of University Professors conducted a national survey over a period of four years (1929-1933) on the question: "Does the present professional training actually improve secondary school teaching to a degree commensurate with the high requirements that are prevalent?" The committee, after careful study of the question, reached these conclusions:

"1. There is no reliable evidence that professional requirements have resulted in an improvement in secondary instruction at all commensurate with the amount of requirements.

"2. A maximum of 12 semester hours is ample to cover that part of professional training which can be regarded as essential for the beginning teacher who has a bachelor's degree from a standard college or university and to qualify for teaching an academic subject. The training should involve practice teaching and methods, — the methods course to be closely integrated with the practice teaching. Courses in psychology or educational psychology when these are required should be counted toward the requirement."

Please note that these 12 semester hours of the *maximum* program recommended by the American Association of University Professors



include practice teaching and would mean in effect materially less than 12 semester hours in actual courses in pedagogy.

There is one voice upon this question to which the proponents of the new eligibility requirements must listen with the greatest respect. It is that of Dr. Charles H. Judd, head of the Department of Education of Chicago University, who is now in charge of the study of the selection and training of teachers throughout the State of New York that is part of the Regents' Inquiry into the Character and Cost of Public Education here.

Surely there can be no question that Dr. Judd is a competent and a friendly critic of pedagogical course requirements. This is what he has to say on the question of raising the level of education of teachers, in an article contributed to "The School Review" for April, 1936:

"Education, as now administered in teacher training institutions, does not stimulate those who attend these institutions to independent, intellectual activity of a vigorous type in their professional careers . . . These institutions tend to require too many so-called 'professional courses'. State plans of certification are equally guilty in setting up professional requirements which are extravagant and indefensible . . . So far as my experience goes, there is no possibil-

ity of administering with profit twenty or more semester hours, or sixteen. I should be satisfied with twelve. For the training of teachers, I believe that institutions should depend more than they now do on the departments which are usually classified as non-professional. The whole body of knowledge with which academic departments deal is germane to teaching."

It is quite clear from the context that Dr. Judd proposes this maximum of 12 semester hours in Education for elementary school teachers. Obviously, the number would be reduced still further for those to be licensed in high school subjects where broad cultural preparation is even more important. The testimony of Dean Gildersleeve, of Dr. Ben Wood, of the American Association of University Professors, and of Dr. Charles H. Judd cannot be dismissed lightly. We find in their views strong support of our contention that requirements for teaching licenses should not be framed in terms of specific courses.

We have already had a foretaste of the narrow interpretation that will be given to these excessively rigid schedules, with the Examiners splitting hairs as to when "secondary" means "junior high" and when it means "senior high," to the bewilderment of candidates who in all good faith have prepared to teach foreign languages or mathematics in either type of secondary

school. We find courses in General Psychology and even Psychology for Teachers rejected because they have not been limited exclusively to Adolescent Psychology. We find Economic Geography accepted for commercial licenses, but not accepted for Economics itself. Our substitute teachers are sent scurrying from one institution to another in a desperate effort to find somewhere or anywhere the requisite credits for these courses so nonchalantly demanded by those who have set the new requirements without permitting teachers or supervisors familiar with our problem to have any choice in framing the rigidly detailed program.

The Examiners have already found the requirements excessively detailed in two scheduled examinations. Some months ago they announced examinations to be held the next week for Research Assistant and for Junior Research Assistant. These examinations have been cancelled because only three applicants filed for the junior position and no one at all for the other. Yesterday, the Examiners announced a radical change in the requirements for license as Supervisor of Drawing in Elementary Schools because the requirements as announced were in such specific detail as to courses and semester hours as to make it impossible for candidates to qualify. Does this experience not bear out our contention that eligibility re-

quirements should not be stated in terms of specific courses?

### 3. BOARD OF EXAMINERS PROTECTS STANDARDS HERE

Apparently no thought has been given by the state authorities to the all-important part played in the selection of New York City teachers by the Board of Examiners. We have in this body an element of the teacher selection procedure that is not to be found in the rest of the state. The tests that they conduct are as searching inquiries into personality and general culture as well as into mastery of subject-matter and teaching skill as are to be found anywhere in civil service procedure. Surely, the Board of Examiners affords us here in New York City ample protection of professional standards with a fair field and no favor to applicants from any part of the United States. State certification may be almost the only protection of school authorities in the small cities and towns of the State, but with our special protection of an able, disinterested, and powerful examining board to issue licenses for our city schools, why must we now proceed to narrow the field of selection so as to bar from our examinations many of the most desirable candidates who present themselves?

In the past, the Examiners have dwelt upon the dangers of inbreeding in our school personnel and



they have held examinations in colleges and other centers many miles from our city in an effort to attract the greatest number of candidates from the widest expanse of territory. It is intellectual territory, rather than mere geographical territory, that is the issue now. Why must we set up barriers against the product of liberal arts colleges as well as against the ablest and most ambitious teachers in the public and private schools of other states that will prevent their taking the examinations for New York City licenses? We have encouraged such competition in the past; why must we bar it now?

It is impossible for any one to show that mere stepping-up the number of required courses in pedagogy will inevitably result in an improved quality of candidate for teaching or supervisory licenses. The members of the Board of Examiners are surely familiar with the studies that have been made of the qualities involved in successful teaching. They will bear out the statement that courses in education have poor predictive value as to success in the classroom. There is very little correlation between such courses and the knowledge, skills, and character traits needed for success in actual teaching and supervision. Personality, speech and broad culture are more important than required courses in pedagogy that may well give a rigid pattern

to the attitude and procedures of the teacher. It is admittedly difficult for the Examiners to measure these qualities as thoroughly as they should like, but progress has been made and, however difficult or remote the final solution, the most important part of the process of selecting teachers rests here. Unless the proponents of the new requirements can show a direct connection between so many semester hours in education on the one hand and desirable personality traits and cultural equipment on the other, why do they propose to exclude from the examinations the graduates of our best liberal arts colleges whose cultural background and personality may well make of them very desirable additions to our staff?

The Examiners are here to measure all the candidates with the same yardstick, without favor and without prejudice. Not only our local educational authorities, but the State Department as well, should not leave the Examiners out of account in measures designed to govern teacher selection here as against other parts of the state that do not have this protection of professional standards. Surely, the Examiners must be with us in emphasizing the all-important part they play in safeguarding the quality of our teaching personnel and opposing any narrowing of the field of teacher selection on any basis other than quality.

#### 4. AN INVASION OF RIGHTS OF TEACHERS

The proposed program, moreover, constitutes an invasion of the rights of present teachers as regards opportunities for promotion. Both the State and the City stress the fact that the new regulations are not to be retroactive. They are not to invalidate in any measure the regular licenses now held by teachers in service. The State Department apparently does protect the teachers of upstate cities and towns where the proposed city requirements deny such protection to New York City teachers and first assistants who may aspire to higher licenses. In stating the requirements for licenses as principal, the State Department notes that "the candidate shall be in possession of a certificate that is valid for teaching in the public schools of the State of New York" and then goes on to indicate what further work must be done in the way of courses or substitutes for courses.

It is proposed for New York City, however, that no reference be made to the present license held by a teacher in stating the requirements for license as First Assistant. These are given in the aggregate as they affect new entrants to our schools and not in terms of what must be done by a present teacher beyond the license he now holds. All applicants, both present teachers and new entrants, must present

twenty-six semester hours in education, eighteen of which are required of new entrants to qualify them for the teaching license already held by present teachers. Why is no distinction made here? Surely it is not fair to ask present teachers to *requalify themselves* as teachers before they can undertake preparation for a higher license.

Nor is it teachers alone who are involved. Our first assistants must similarly requalify for their present positions before they become eligible for the position of high school principal. Such a procedure is a poor return to teachers and chairmen who have served our schools faithfully and well. We ask no special favor for them, no privileged position, but we do maintain that the new requirements should not call into question the validity of their present licenses as regards promotional opportunities. Let the basis in every case be the holding of a regular license for the lower position with the additional requirements separately stated. Despite the statements of state and city authorities, any other procedure would make the new requirements retroactive in effect.

#### 5. LICENSES PECULIAR TO NEW YORK CITY

The State Department has set minimum certification standards for teachers and principals for the entire state, but there are numerous



other licenses more or less peculiar to New York City. Among such licenses we are particularly concerned about that of First Assistant in High Schools and that of Teacher-in-Training. Is it not reasonable to ask that we be given a wide measure of autonomy in determining the requirements for these positions? Why must our First Assistants be compelled to meet course requirements that in their effect will be more severe than those set for principals of upstate high schools? We have always demanded that the First Assistants should do graduate work in their special field that will make of them first-rate scholars; to step up the required work in education places on them a burden heavier than that to be borne by the high school principals of upstate cities and towns. Why should we not be permitted to fix the requirements for license as First Assistant somewhere between the requirements for the teaching license and those demanded for high school principals? Such a procedure would be in keeping with the place of the First Assistant in our high schools.

The question of the Teacher-in-Training is again one that should be left to us for solution. The position is to be found nowhere else in New York State. It is designed to attract to our ranks on an apprentice basis the most promising teacher candidates, especially from the liberal arts colleges or courses.

The sole educational requirement up to now has dealt with subject matter. The success of our teachers-in-training as substitutes and as regularly licensed teachers indicates that the plan has worked well. Why must we change the requirements now in such a way as to defeat the very purpose for which the license was instituted? No other city or town in the state is affected by the regulations governing this position. In fact, the first attitude of Dr. Cooper toward the teacher-in-training license was that it was not a teaching license at all and the State Department was not very much concerned about it. It is very important to us, however, as a means of entrance to our system of liberal arts graduates who cannot hope to meet the requirements in education for substitute or regular license. Why cannot this door be kept open to admit the product of our best colleges and universities for training as teachers upon an apprentice basis?

#### 6. COURSES OR SERVICE TO THE SCHOOLS?

The gravest issue involved in the new requirements is that of *courses vs. service to the schools*. It is not merely a question of the injustice to individuals who give abundantly of their time and energy in performing on a voluntary basis the thousand and one difficult jobs connected with the successful func-

tioning of a school or of our system as a whole. Under the new requirements, these teachers will be at a disadvantage as compared with those who devote themselves to taking courses that stress theory and "research" as against practical experience on the job. We must give thought to the serious situation that will exist in our schools when the most intelligent, most ambitious, and most industrious members of the staff find that they are wasting their time by serving the school, when they might more profitably be engaged in accumulating points in university courses. Our whole scheme of extracurricular activities will collapse, our guidance and program work will be wrecked, and the morale of our staff will suffer irreparable harm. Are we seeking to bolster the fabric of post-graduate university work in New York or are we engaged in securing the maximum of service from the members of our staff for the best interests of the children? Is there, moreover, any better measure for determining who is most deserving of advancement and who gives best promise of success in a higher teaching or supervisory position than such actual experience in the field?

This problem developed on a much smaller scale in connection with the so-called "alertness" regulations and it has been dealt with in a highly satisfactory manner in the present regulations where teach-

ers are permitted to substitute for such courses service in the direction of extracurricular activities, service on committees for the revision of courses, service in the completion of a project, as well as the publication of a book of professional or cultural value, the giving of an approved course, and at least six weeks' travel of a professional nature.

This substitution is in line with the in-training regulations of the State Department where we are told that "travel tours of an educational nature, curriculum revision, contributions to professional literature and other types of professional work which contribute to the teacher's growth in service, may be offered toward the completion of the required professional courses".

Surely, it is reasonable to ask that this principle be applied generally to permit the acceptance of experience in appropriate fields in lieu of half of the stated courses in education. We shall not then have the spectacle of a high school principal who, after years of distinguished service, particularly in the field of organization, has successfully organized and administered a new high school of 7,000 pupils, has then gone on to direct the organization of all the high schools of the city in a conspicuously able manner, only to be informed by the state authorities that he must now go to sit at the feet of profes-



sors of educational administration and organization who would be bewildered by the routine problems of any one of our city high schools. This is not a solitary case. Our present Director of High School Organization who comes to his post after having won for himself an enviable reputation for outstanding ability in organization, must similarly go to the theory courses of one of our local teacher training institutions to study the ABC's of a subject of which he is unquestionably a master.

There is also the case of a teacher licensed in her subject in more than half the states of the Union and with such remarkable gifts of leadership as to have been placed in charge of the adjustment courses in one of our largest high schools who has now been told that she must take undergraduate courses to qualify for license as First Assistant.

There can be no defense of the proposition that these course requirements are so precious as not to admit the possibility of substitution of actual experience, at least to the extent of half the required courses.

To summarize, let us remind you that

1. The teachers and supervisors of the high schools of New York City were not consulted in drawing up the State requirements.

2. These requirements should not be framed in terms of specific courses.
3. The important place of the Board of Examiners in protecting standards of teacher selection here has apparently been ignored by the state authorities.
4. The requirements as they stand involve an invasion of the rights of present teachers.
5. We should have a reasonable free hand in setting requirements for licenses peculiar to New York City, and
6. We should permit the substitution of service to the schools for at least half the required courses.

Speaking for the Assistant Superintendents, the principals, the directors, the first assistants, and the teachers of all the high schools of New York City, we respectfully submit these three requests:

1. We appeal to the Board of Education to petition the Board of Regents to reopen the question of minimum state requirements.
2. We ask the Board of Education to request the Superintendent of Schools to appoint a committee representing the teaching and supervisory staff to make recommendations for modification of the proposed eligibility requirements.

3. We ask that any scheduled examinations involving the new eligibility requirements be deferred.

#### THE JOINT HIGH SCHOOL COMMITTEE

JOHN L. TILDSLEY

FREDERIC ERNST

*Assistant*

*Superintendents*

HENRY E. HEIN

MICHAEL H. LUCEY  
WILLIAM A. CLARKE  
*High School Principals Association*  
MABEL A. BESSEY  
LUCIAN LAMM  
*First Assistants Association*  
RALPH W. HALLER  
JAMES V. MCGILL  
*High School Teachers Association*

## GROUP GUIDANCE IN THE HOMEROOM PERIOD

MANY books have been written about the use of the homeroom period and many, such as McKown's *Homeroom Guidance* and Brewer's *Education as Guidance*, list a series of "best practices". At the outset it must be said that since groups are made up of individuals who provide group differences, a "best practice" in one class is a total failure in another. Then what is the value of suggestions made by these people who offer these successful methods?

"Awareness", the feeling that such devices exist, immersion in literature of this character, make one keen to the opportunities which are offered in the homeroom, opportunities based on the interests of the group. The work is readily comparable to club work

in the community center with the added characteristic that more time is available in which to see the boys.

The homeroom period is forty-five minutes in length and comes five times a week. There are the usual routine details which must be attended to, since the remnants of the old official period carry over. Attendance is checked, the rollbook marked, notes from parents explaining lateness and absence are obtained. Out of these meager beginnings develops the therapeutic attitude wherein all boys are interviewed and counseled. Since the first important factor which guarantees success is regular attendance, all absentees and cutters are interviewed first. The family history, social and economic conditions at



home, parent-child relationships, likes and dislikes, interests and abilities, leisure time activities and other pertinent facts are determined. Working on the thesis that boys absent themselves from school because they have not made a satisfactory choice of course in terms of their interests and aptitudes and are not interested or adjusted sufficiently to attend school, the interview and counseling is done with a view to making a satisfactory vocational and mental adjustment. Because of the flexible curriculum and the readiness with which adjustments could be made during the first six or eight weeks of the term, all boys were interviewed and counseled during that period. The absentees and cutters were counseled first, since theirs was the more immediate problem. It may be interesting to discuss the reasons which caused absence. One boy's mother was ill with a tumor of the stomach. She was taken to the hospital and operated upon. Since the boy was needed at home for the cooking (it is surprising to see how many of our boys can cook), washing, cleaning, and so forth, and since he was over sixteen, he was placed in the part-time school. After a month the boy returned to the full-time school, and after being placed in the afternoon session printing class for one day, arrangements were made to transfer him to the morning session class so that he might be at home in the afternoons.

A second boy simply didn't like school. He would be seventeen in April and nothing could interest him. Consultation, interview, and follow-up by the guidance bureau failed to arouse or stimulate the boy in any way. He would continue to come to school for two weeks and then be truant for a day or two. There was no solution to his problem that was effected in the time (two months) in which he was in the class.

One of the greatest factors causing absence is the illegal detention of the boy by the parent to do the chores about the house. Instead of institutionalizing the boy, much progress could be made by institutionalizing the parent. Poor houses, lack of parental love, and treatment of the boy in the manner of some kind of dray horse gives the boy a distorted, disappointed view of life. "My mother needed me at home," "I had to wash the clothes," "I had to mind the baby" are common reasons. Under the classification of economic reasons are "I didn't have carfare because my mother didn't get the pension money this month yet" or "It was raining and I have holes in my shoes so I couldn't come to school." His shoes were taken care of by the boys in the shoe repair shop who did a re-soling job.

Cases requiring more expert hand-

ling were all referred to the guidance bureau. All of this treatment resulted in a definite increase in attendance, of which data follows:

Week of	Per Cent Attending
2-3	81.0
2-10	77.8
2-17	77.5
2-24	84.0
3-2	91.5
3-9	82.5
3-16	82.3
3-23	93.0
3-30	88.6
4-6	68.0
4-20	96.9
4-27	96.2
5-4	98.5
5-11	95.0
5-18	94.3

During the time that each boy was being counseled, the rest of the group wrote up their notes, secured clippings relevant to their social science studies, and read from selected magazines. An excellent opportunity to guide the kind and quality of the magazine reading done by the boys presents itself here. Magazines which are well illustrated, like *Fortune*, *National Geographic*, *Time*, and *Literary Digest*, were purchased by the writer from second-hand stores and made available to the boys.

In addition to this procedure, each Friday was devoted to a regular club period during which integration was effected with the G. O. and governor's council. Here, according to parliamentary proced-

ure, trips were planned, school activities and questions of general interest discussed. At this point the writer wishes to point out that many opportunities for contact with real life experiences are possible through visits to various industries and plants. These could not be utilized because of lack of time on the writer's part. There was a genuine interest and desire to visit places like the *New York Times*, Museum of Science and Industry, expressed by the boys, which could not be carried to fruition because of the writer's heavy collegiate program. However, great emphasis should be placed on these real, enriching experiences.

Group guidance also was an important factor, and only such problems which naturally arose out of class situations were developed. After one of the regular Wednesday assemblies a lesson was developed as follows:

#### USING AN ASSEMBLY AS A MOTIVATING FORCE IN THE HOMEROOM PERIOD

During the regular Wednesday assemblies speakers are chosen who present occupational information and develop the general idea of "How to get and keep a job." The subject matter of a particularly good talk by Miss Bloodworth of the Namm Store was used during the homeroom period.

After the attendance was checked, absentees and those who



had cut were interviewed. Then the material of the talk was reviewed. From the suggestions made by the class, the following qualities for success in one's vocation were outlined on the board as follows: Social intelligence, job intelligence, health, courtesy, perseverance, reliability, honesty, honor, neatness, personal appearance. Then the reasons for losing one's job as outlined by Miss Bloodworth: inability to get along with one's fellow workers (the greatest cause), absence, illness, unreliability, dishonesty.

The class was then asked to give from personal experience some incidents which would illustrate any of the factors outlined. The first boy rose and spoke about personal appearance. He went through the various details of the care of the face, hands, hair, and body. He also mentioned clean shirts, wearing a tie and shined shoes. This boy is a particularly clean boy and the teacher took this very fine opportunity to compliment the boy on his fine appearance before the class. This opportunity also was taken to see how many boys were without ties, how many had dirty hands, how many shined their shoes every day. Only three boys were without ties. (A check by the teacher was made the next day to observe whether everybody had a tie, thus to discover the value of social discipline.)

A second boy then rose to de-

scribe what poor health meant to him. He had been in the part-time school and worked in the Bohack Grocery store. He had advanced to an \$18 a week job but was forced to give up his job because of flat feet. He decided to come back to school and learn a trade. To the question of what had he done to remedy his condition, he said that he was exercising his feet and using arch supports. His closing statement was, "You can't tell me anything about the value of health."

The teacher also recalled the details of the talk given on the detection and cure of tuberculosis delivered the day before. The use of the x-ray in the early detection of tuberculosis was discussed. One boy volunteered the information that all the boys in Brooklyn Technical High School had been examined by that method a few weeks ago. The cure of fresh air, sunshine, good food, and rest was discussed as well as the newer methods used in pneumo-thorax in severe cases. The period ended with the suggestion by the teacher that each boy write two hundred words about some topic for serial publication in the class newspaper.

A chance remark of "those bogies" during a lesson offered an excellent opportunity to discuss racial and religious prejudice. A group conference on honesty was motivated by the taking of a drawing instrument from the supply chest by a boy who was trusted

by the teacher. Motives for stealing were discussed and the reasons listed by the boys. One of the boys even raised the well-known point that slum conditions and crime were related.

The fact that one of the boys had to have a growth removed from his eyeball was used as a spring-board for the discussion of the construction of the eye, the care and treatment of one's eyes, purpose of glasses, the blind and the system of braille, and other related material. It may be well at this point to say that the teacher receives a duplicate report of a medical examination by the school doctor which is followed up by individual conferences. Five boys were furnished with or obtained glasses this term. Almost every boy in the class is receiving dental treatment; one boy is attending the Presbyterian Hospital for treatment of a glandular disturbance.

Summarizing the material to this point, we find possibilities for guidance in ethics, leisure time, health, family relationships, good citizenship, vocation and the acquisition of pertinent and desirable information, all part of the active program of the homeroom period.

All the foregoing was complementary to the principle activity which developed around a class newspaper. "Do you think we can have a class newspaper?" was a sign of a new interest which came

to the fore at the end of March. Since the class was a printing group, it was readily seen that such an activity was of great benefit to all. So the project had its inception in the homeroom period. An editor-in-chief was elected and a staff chosen. The boys then wrote articles in the homeroom period, corrected them and rewrote them. Finally, with an O. K. in red pencil, each boy was permitted to set up his own job in the printing shop. Proofs were taken, corrections made and the type re-set before finally set into form. The fine coöperation of the printing teacher gave impetus to the project and with the approval of the principal, the paper became a two-page bi-monthly publication.

Very definite values were gained which are best illustrated by a few of the incidents which occurred. J. W. wrote a first draft of the Boys' Week parade. It was so poor from a grammatical point of view that it was returned to the boy for rewriting. The second draft was so badly red-pencilled and corrected that it had to be written a third time before the boy could set the article up. There was never a complaint or unwillingness to coöperate. Interest and the desire to see his work complete in the printed paper were developing dogged persistency, especially since it was possible to achieve a measure of success.



Our boys, by and large, have a poor command of the written and spoken language. The fact that if you wrote an article you could set it up, spurred many a youngster to exert himself in a field which ordinarily was known as the subject of English. Obviously the newspaper project is an excellent way to teach English.

Further developments organized the group into reporters who were sent on assignments. Special assignment sheets were made which carried the following details:

Assignment

Reported by .....

Corrected by .....

and in large capitals at the top of the sheet "COPY." Out of this idea arose the "press pass," and so the editor's uncle prepared a large button which read "PRESS—P. S. 1 Journal—Brooklyn Boys' Vocational H. S."

The principal of the school was then presented with a press badge and made an honorary reporter. It was suggested that a certificate be given to the principal to commemorate the event and M. B. was given the job and lay-out for a specific reason. M. B. had been absent fourteen days during the term and had shown a negative attitude to the academic work of the school. However, at the end of the home-room period he was still busy working on the lay-out for the certificate and had to be reminded that he had to go to another class.

The activity has had a signal effect on the attendance and the *esprit de corps*. It is no longer a teacher problem to get boys to attend school regularly, but the class as a group feels it keenly if a boy is absent unnecessarily. Recognition has been given in the paper for excellent attendance.

Attempts to recognize the value of success in studies are made. The average percentage to reach the honor roll was lowered to seventy-five in order to include more than half the class. At the close of the second third, eighteen of the twenty-eight boys on register were placed on the honor roll. Every effort is made to praise each boy whenever possible, for our boys are the "forgotten" group who have never been on honor rolls or achieved any great amount of success. They are hungry for praise and this is an opportunity to satisfy that desire with a satisfying and stimulating activity and the accompanying recognition of a job well done.

In the four issues already published, three-quarters of the class have written at least one or more articles. Everyone in the class is given an opportunity to set up and do the routine jobs of feeding the press and distributing type.

Summarized, the activity is meaningful in the following ways:

1. An effective means of teaching English.

2. Develops the spirit of coöperation.
3. Satisfaction of individual wants and desires for recognition.
4. Produces good and regular attendance.
5. Gives practice in setting up type.
6. Develops habits of stick-to-itiveness, coöperation and dependability.
7. Aids in making routine conditions of the shop more pleasurable and less dull.
8. Above all, it has developed a spirit of enthusiasm and a feeling of accomplishment in the entire group.

Much can yet be done with the paper. It can be used as a device for teaching appreciation of good literature, especially poetry — elements which are so lacking in our boys. It is to be hoped that with the coöperation of the English teacher a little more emphasis will be placed on creative activity in the field of poetry. Certainly, these boys have in many cases had richer experiences than we adults. We have the motivating force; let us create the will to do.

EUGENE J. ERDOS.

Brooklyn Boys' Vocational  
High School.

## THE SLOW LEARNER

### INTRODUCTION TO A COURSE OF STUDY IN ENGLISH FOR THE SLOW LEARNER

HERE at Seward Park High School a committee of teachers of English is preparing a curriculum for slow learners. As chairman, I assigned myself the job of writing an introduction. Its main purpose is to encourage ready acceptance of the curriculum and coöperation in putting it to work, by explaining the need for it. The introduction has not been discussed fully in committee, and will not be for some time, since the first shall be last. In the meanwhile, other committees working on the same problem now, and teachers now

giving instruction to groups of slow learners, may find in these remarks a helpful viewpoint. The ideas under "General Principles," "The Slow Learner" and "General Aims in English" were agreed upon by the whole committee.

All this is groundwork, and general. Our committee has been constructing more and more specific recommendations as the work has proceeded. When the preliminary draft of our course of study is ready, I hope we may be able to present it in HIGH POINTS.



High school education in this country has been a steady progress from the aristocratic or exclusive ideal to the democratic ideal. The early secondary schools were dominated by college and university requirements. These—our Latin Grammar Schools—gave education in classical literature, theology and philosophy. It was education for the select few who were to enter the professions. It was an education calculated "to train young men up for the service of God in church and commonwealth." The Academies, which succeeded the Latin Grammar Schools, offered a wider range of subject matter. They aimed at preparation for life, but still they were dominated by college entrance requirements. Education was still for the select.

Following the Civil War the public high school began to flourish. This was essentially an expression of the democratic ideal. Curricula expanded to include agriculture, industrial arts, home-making, commercial subjects, and so forth. The aim was more emphatically preparation for life. Even so, until our own time, high school education was exclusive, and college entrance requirements regulated high school courses of study.

Now in our day we see the approach to the democratic ideal—high school education "for all the

children of all the people." From less than a quarter of a million pupils in public high schools in 1890, the number has leaped to over five million today. It is phenomenal. And with this unprecedented growth come changed ideals of high school education, with pressing problems of curriculum, teaching, and administration.

Since 1890 the high school population has practically doubled with every decade. Today with education generally compulsory at sixteen or over, and with few chances for adolescents to find jobs, almost all elementary school graduates enter high school. Before, only the select came. With this influx of armies of elementary school graduates, there is a greater diversity of ability than ever before among high school pupils. The best intellects are here as before. But in addition, those who used to leave school at an early age are also here—chiefly those of average and below average intelligence. These make up the vast majority of our high school pupils.

The courses of study prepared for the select in a past day die hard. Traditional subjects, materials, and methods cling by force of inertia. The grip of college entrance requirements has weakened, and yet it is stronger than need be. In fine, courses of study have not adapted themselves rapidly enough to the changing character of the high school population.

The wide differences of capacity in pupils in high schools, has made necessary methods and standards to provide for these individual and group differences. The recognition of these differences and provision for them have been among the great strides made by education in our time.

The problem we have set ourselves is to prepare a course of study in English for slow learners—a course within their comprehension, with standards of achievement attainable by them, with materials and methods that will interest them and provide for their needs. Slow learners, sometimes called "dull-normal," constitute, it is estimated, from 15 to 20 per cent of all our pupils. These pupils find present standards of learning beyond their capacity. Placed among pupils of high and average intelligence, the slow learner is at a distinct disadvantage through no fault of his own. The result is failure and discouragement. Failure in one or more subjects among present day high school pupils is appalling.

"Actual figures in several investigations show that at least 60% of those who leave school do so because they dislike school or find it worthless. This is a smashing criticism of curriculum and methods of teaching." (Burton, *Introduction to Education*, p. 253.) In these cases, not only has the school not helped them to become better personalities and creditable mem-

bers of society; it may even have made them positively antagonistic to school with a carry-over into society. This group contributes heavily to the ranks of juvenile delinquents and pre-delinquents. Among the factors in school that must bear the charge for discouragement, failure, and delinquency, is an unattainable, uninteresting curriculum. Mursell puts it effectively: "It is illogical to accept into the high schools large numbers of pupils for whom the curriculum standards are too high and so doom them to disappointment and failure, and create for society many problems which are the consequences of ill-considered educational procedure."

Today, in America, education is the birthright of every child. As much education as the state can afford! The recommendation of the Commission on the Reorganization of Education, in its report on "Cardinal Principles of Secondary Education", is sound policy. The Commission holds that "education should be so reorganized that every normal boy and girl will be encouraged to remain in school to the age of 18 . . . An extended education for every boy and girl is essential to the welfare, and even to the existence of democratic Society." As this ideal nears realization, the need for curricula adapted to the interests and needs of the varying abilities of the pupils, becomes more pressing. The ideal, of



course, would be an individual curriculum for every child. The nearer our approach to this, the more efficient our education. In building a curriculum for slow learners we make a practical step toward that ideal—a democratization of education.

It is shortsighted thinking to hold that uniformity is equality, and that differentiation is unfair discrimination. Rather, the opposite is true. It is discriminatory to ask the slow learner to meet the standards of the gifted child. It will probably, as intimated earlier, lead to discouragement and failure of the slow learner, and very probably to his leaving school. But to give to each according to his various needs, to exercise each to the top of his ability—this is a broader equality. If critics of new curricula of this kind read into them unfair discrimination or an attempt to curtail educational opportunities, it is only necessary on the first score to recall that the unadapted curriculum works to curtail educational opportunity and thereby is discriminatory. By the new curriculum it is hoped to lessen discrimination and to extend the period of education for all boys and girls. It is hoped that with a curriculum attainable by slow learners they may find in school a sense of achievement and a taste of success incentives to continue.

We do not propose to substitute a curtailed or impoverished curriculum for slow learners.

It is not a curriculum with reduced content, but a specially planned curriculum. To attach greater respectability to the traditional academic course of study than to courses built to provide for those for whom the former have no interest, is undemocratic. All curricula should be of greatest value for those who study in them.

There is yet another point. As the new course of study is planned, greater flexibility is permitted in the amount of subject matter to be mastered. This may have its disadvantages. But it gives a brilliant opportunity for emphasis on character training. We know that the pressure of having to teach a definite amount of subject matter, especially in the case of below-average students, militates against giving the pupil the attention he merits as a personality. It does make subject matter the driver. Now, unhampered by rigid subject matter content, we can more effectively teach the whole child—not merely subject matter, but habits and attitudes and ideals. We shall have more time for these.

The curriculum we plan is experimental. So are all curricula. But this will be especially so, because it is a new field. It makes no pretense at being more than a beginning. As teachers gain experience in this field the curriculum will be modified at their suggestions. It can never become fixed

For as society changes, curricula must change: the curriculum is the lifeline between school and society.

#### GUIDING PRINCIPLES

In broadest terms, education should prepare pupils for citizenship and daily life. It seeks the complete, well-rounded development of each pupil. Each pupil should be educated in keeping with his capacities, limitations, interests, and needs toward the happiest adjustment he can make and the best contribution he can bring to society.

In the development of these ideals, we subscribe to the main objectives of secondary education as written by the Commission on the Reorganization of Secondary Education in its pamphlet "Cardinal Principles of Secondary Education":

1. Health,
2. Command of Fundamental Processes,
3. Worthy Home Membership,
4. Vocation,
5. Civic Education,
6. Worthy Use of Leisure,
7. Ethical Character.

Considering these objectives in their relation specifically to the slow learner, we merely make a few suggestions here—and leave it to the teacher to adapt these objectives to the pupil and the group. Further suggestions will be found in the list of characteristics of the slow student given below.

We considered that health education, to take our first objective, is an acute problem with slow learners. Below average pupils are generally inferior in physique to normal and bright; they are more gullible, and so easier prey to quacks and nostrums; and the kind of work into which they will probably go has greater health hazards than ordinary.

To achieve command of fundamental processes, emphasis with slow learners needs to be on remedial work. Grading in all fundamentals requires especial care and skill.

#### THE SLOW LEARNER

As a guide to making a course of study, a sketch of the slow learner was drawn. We went to books of psychology and other records, and we pooled what knowledge we had from experience in teaching slow learners. The picture will need ample retouching. That, too, is part of the teacher's job. Shrewd observation will show where the picture fails of life-likeness. Unscientific though it is, we believe it to be valid fundamentally; and so it makes a good guide for us all.

The characteristics here written carry important implications for methodology.

1. Physically and emotionally the slow learner is like the normal child.



For this reason he is not interested in reading matter suited to elementary school children. Even though his reading ability may be at sixth grade, his maturity in emotional development and experience requires material of interest to the adolescent. It is a serious mistake to confound chronological and mental age.

2. The slow learner's interests are in the immediate present.

The appeal of deferred rewards is weak. The immediacy of what he is learning has to be shown him to get his interest and hold it. Constant motivation is of first importance.

3. The slow learner's capacity for abstractions is limited. Appeal should be made to the concrete. He is "thing-minded" rather than "thought-minded."

Symbolic thinking, the power of generalization—these are characteristic of high mental calibre. Especially for the slow learner, books with pictures are aids to learning; objects, graphic representation, bulletin boards, slides, motion pictures, excursions—visual aids of all kinds.

Because of this limitation the slow learner is imitative rather than original. His reactions tend to be stereotyped. He is weak in problem solving. He is a creature of habit, not of reason.

Teaching should be in concrete terms, by example ordinarily, rather than by precept. Directions need to be specific and detailed.

4. The slow learner lacks ability for sustained application.

Short units of work will provide against loss of interest, and provide for variety that should hold interest.

5. The slow learner forgets quickly.

To aid mastery and retention the slow learner needs more experiences of the same kind than the normal child. Frequent review is valuable. The slow learner does not find drill objectionable.

6. The slow learner needs praise; he responds readily to it. No stigma whatsoever must attach to his slowness in learning.

7. Professor E. L. Thorndike of Columbia has said emphatically that the tempo of the teacher's speech in classroom should be about half that used in normal classes. He makes the point, also, that vocabulary comprehension should be anticipated in all work. To free these pupils from the vocabulary burden of the materials they are learning, will make for greater interest and greater activity.

## GENERAL AIMS IN ENGLISH

### Reading and Literature.

To learn to read with understanding and appreciation, for the ordinary purposes of daily life.

### Expression.

To learn to speak and write English clearly, for the ordinary purposes of daily life.

### Listening and Observing.

To learn to listen and observe with care, with understanding and appreciation.

### Remedial.

To remedy the disabilities so far incurred in the phases of living mentioned above. It is a valuable concept to interpret all the remedial work in all these phases of English as "Remedial Thinking."

### Correlation with Other Subjects.

English is a tool subject. It does not exist of itself. It is handmaiden to all the other subjects in the curriculum. No subject which uses the language can be mastered unless English first is mastered, for English is the vehicle of understanding and expression. English takes for its province all other subjects in the curriculum. All other subjects

should — logically they must — give attention to the skills of English. By mutual effort, we help break down artificial subject matter departmentalization, make for better integration, and achieve more effective learning. "Every teacher an English teacher." Here again, with release from rigid demands of a fixed amount of subject matter, teachers in all departments may give greater measure of attention to the pupil's reading and expression in their fields.

The emphasis is plainly on practical English for our slow learners. The fine art of expression and the nuances of belle lettres are subordinated to abilities they will need in the practical traffic of everyday life.

This introduction has undertaken, in brief, to show the need for a curriculum for slow learners in high school; it has offered a philosophy and guiding principles for the building of the curriculum; it has given implications for materials and methods by sketching the slow learner; and, lastly, it has suggested general aims in our specific field—English.

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## THE END IS NOT YET

It was to be expected in the first counter-attack against the forces of disillusionment, invisible until

their revelation in a report on reading about two years ago, by Dr. John L. Tildsley and Mr. Sinclair



Mr. Gillis, Chairman of the English Department at James Madison High School, gave the matter consideration attention. He asked for my views on the subject. Like Miniver Cheevy, I thought and thought about it. We talked about it. We consulted authorities, resurrected Klapper's book on reading, scanned various reading tests, digested educational articles, and explored existing syllabi. Mr. Gillis also purchased several books, among which Andersen's "Reading Objectives", and Thorndike's

Circumstances fortunately provided us with four classes of remedial reading students with which to work. There were two first-grade groups, and two second-grade groups, selected from a larger number that had been programmed for remedial reading as a result of the scores on the "Otis Self-Administering Test of Mental Ability", Higher Examination: Form A, and on the "Terman Reading Test". The final selection of the actual membership of the experimental classes was made with the help of the Army Beta and the "Metropolitan Reading Test, Form A". This further testing justified itself in the return to regular classes of about twelve students. It also established beyond question the need of remedial instruction, and further aided in the work of making the two groups of each grade comparable with respect to reading ability. Shifting students from one class to another within the grade

The results of this survey were neither distressing nor exhilarating. No students came from overcrowded homes, most of them enjoyed the movies from one to five times or more a week, and all of them had ambitions regarding future vocations, not a few having set their hearts upon teaching. Other honorable professions like law, medicine, and the stage were included. The general impression gained, however, from a merging of these reports was that the home conditions from which these boys and girls came, were, while respectable, rather workaday and unprogressive. This and other information gathered during the term was kept in the following form:

[illegible]



The preliminary work being completed, it was decided that for the experimental classes vocabulary alone should be taught. The method by which this was done will be elaborated later. It was also determined that the control classes should undergo the usual diagnostic-remedial treatment, each student's weaknesses being ascertained as accurately as possible and the proper strengthening exercises prescribed. Furthermore, for both types of class, a campaign of extensive reading was to be included. Books for this purpose were obtained from the Public Library through the agency of Miss Fletcher, the school librarian, and placed conveniently in the school library. It may be said in passing that the outcome of this campaign was most encouraging. The number of students who read fewer than ten books during the term was negligible. The object in this reading was plain and simple, and is implied in the maxim, "Practice Makes Perfect". Every attempt was made to supply books that the students would take to voluntarily. Consequently, they were nearly all highly-interesting narratives or books pertaining to hobbies, but since there was scarcely any limitation on personal preferences, the individual record cards, which each student kept, reveal such titles as: "Microbe Hunters", "The Little Minister", "Moby Dick", "Life of President Roosevelt", "Arrow-

smith", "Alice Adams", and "Les Miserables". A column on each record card was reserved for "Pupil's Comment". Here, too, honesty and freedom of judgment were encouraged, and the remarks, ranging from the formal "very good" to the devastating "rotten", were as heartening as the way book after book was read.

Incidentally, the two following compositions written by students after a term of freedom of utterance were amazingly congratulatory.

"This course in English, to me, was very interesting. The books were very enjoyable and I enjoyed reading them. I think I benefited very much. My spelling improved rapidly and my vocabulary became larger. I learned many facts while I read these books, such as: 1. The depth of a fathom; 2. That an African Elephant, which is of immense size, could fit in the stomach of a 'Sulphur Bottom Whale' and look as big as a human being to an huge Ocean Liner. The book which I found most exciting was 'Forty Fathoms Deep.' It took in all about the life of a courageous diver and how they fought the wild life of Forty Fathoms. This English course, I found enjoyable and also educational."

"I have enjoyed this course very much, I learned to spell correctly, my vocabulary has increased. I was first introduced

to books in this class; many good books have I already read that I really enjoyed, such as 'The Journey to the Center of the Earth' and 'Mysterious Island' by Jules Verne, 'Moby Dick' by Melville and 'Tom Brown at Oxford' by Thomas Hughes. I learned a lot of new things about the world such as Whales, how they live and how they were captured by fishermen so that they can use their oil. I also learned how a sailor lived in a wooden sail ship, their daily life aboard the ship. The best narrative I read was 'Moby Dick', a very exciting story indeed. From now on I will keep reading books!"

The above were not the "best" in any sense. Few of the students felt anything but satisfaction and a sense of improvement.

Another general aspect of the experiment, followed in both control and experimental classes, was work in written composition, of which the above specimens are a sample both in theme and purpose. As nearly as possible, all topics were those upon which the students apparently would have something to say. About this appeal to the student's interest there was, of course, nothing new nor original. That composition is a stimulus to and a reason for reading, however, may have its element of novelty. At least, we worked on the assumption that there is no "impression with-

out expression", and that the alterant power of literature is never known, or never complete until reaction takes positive form. This postulate becomes more readily understandable, if we recall the common use of oral composition in the form of reports, answers to questions, or solutions to problems, as a means of testing comprehension and appreciation of literature. We merely insist that, for the particular type of student met in the remedial reading class, written expression is a more satisfactory medium.

Apart from the extensive-reading program, and the weekly work in composition, the control groups were given each day, with as much individual and group work as was possible, exercise in the various reading objectives, attention being paid to both the "work" type and the "recreational" type of reading. The very first lesson in all classes was a "sales talks" that emphasized the value of reading, proved that it was an art that could be learned, and laid completely the ghost of inferiority that hovered in the minds of some of the students. Lip-reading was then simply and quickly stopped by having students keep their mouths tightly closed. For such difficulties as "inner-speech", poor eye- and perceptual-span, we exhausted our ingenuity and physical reserves preparing mimeographed sheets with measured and spaced lines, underlined phrases, and paragraphs with everything but



essential words omitted. We did this sort of thing for many of the objectives covered. Recognizing the topic sentence, getting the central thought, summarizing a paragraph, and some thirty other details were included. Skimming received a good deal of attention. Reading maps, charts, tables, book indices, and expository material was not neglected. Time was found likewise for reading (silently and aloud) poems and plays like those found in "The Round-Up", John C. Winston Company. Other texts used from time to time were: "Experiments in Reading—Book One", McCall, Cook, Norvell; "New Narratives", Williams; "Sherlock Holmes", Doyle; and "Twice Told Tales", Hawthorne. In other words the control groups were handled in a normal, comprehensive way, and with as much care and pedagogical skill as we could muster.

The experimental groups, on the other hand, although we continued to be as careful and skillful as we were able, were conducted, aside from composition writing and outside reading, on a wholly different plan. Almost our entire concern was teaching vocabulary. To obtain the requisite material we had recourse to Thorndike's "Word Book", in which twenty thousand words are arranged according to the frequency of their occurrence in representative literature. For our purposes, 250 significant words from each thousand in the Thorn-

dike book, beginning with the fourth and finishing with the eighth thousand, were selected. It follows that our aim here was to make each student master throughout the term a matter of one thousand chosen words. This was not quite so formidable a task for either teacher or student, since out of the total number thirty or forty per cent were already known to the students, and possibly a higher percentage in the early thousands. Each week one hundred words were presented to the class on Monday on a mimeographed sheet. The words were arranged as a multiple-choice test, as a list with illustrative sentences, or opposite a disarranged column or words with associated meanings. One whole period each week was thus used in determining what words were already within the comprehension of the students, and what focal words were to be taught on the ensuing three days. From ten to fifteen words, therefore, were the average for a day's work. At home, students used the Thorndike Junior Dictionary with which they had been provided, wrote notebooks which contained the focal words and their definitions, and which were arranged page by page in boxes that contained each word and its definition. Many of these notebooks display the enthusiasm with which the project was carried through. Pictures from the funny-sheets and magazines were added

to illustrate the meanings of words, and newspaper clippings containing the words in question were fitted in. The rest was a matter of drill and review. The former varied from the simple procedure of writing ten words on the board, discussing one at a time, using them in sentences, and noticing spelling and derivation, to matching tests, substitution exercises, filling in blanks, and games (invented or borrowed) like crossword puzzles, anagrams, relay and hangman. Occasionally, the focal words were incorporated into a reading selection and drilled in that way.

For review (given every Friday) the game spirit again prevailed, but naturally it had to be with a difference. For this purpose all words previously studied were written large upon library cards, the number of cards increasing each week. These were put to many uses that will readily suggest themselves, but the most effective use to which they were put was in the game of "baseball". More than any other game we tried, "baseball" had the advantage of enduring interest. Once the class had been organized into different teams, the contest went on with unflagging zeal week after week. One student prepared a "diamond" on a cardboard roughly a yard square, having an opening through which the correct score became visible as the umpire turned an ingenious cardboard disk bearing the numbers from one to zero.

For this game words were weighted according to their recency and difficulty; some were singles, others two-baggers, and so on. The opposing pitcher threw the "ball," and, if it was defined or used correctly, it was a "hit". That the spectators as well as the participants enjoyed this game may seem a little remarkable; but baseball fans are, after all, very remarkable, especially to an English faculty. There is no doubt, however, that hearing the words and their definitions aided by the mental participation that doubtless accompanied each toss of the pitcher, the on-lookers learned a good deal. In general for this work, we used any interesting device that centered attention on the selected words, their use and their mastery. An effort was constantly made to have these words used by the pupil in original sentences and compositions, and by the teacher in his directions and explanations whenever there was an opportunity.

At the end of the term Form B of the "Metropolitan Reading Test" was given to all classes. A summary of our findings follows:

Number Tested at end of term	96
Average gain all classes	.35
Number of students showing	
no gain	7
Number of students showing	
loss	19
Range of gain (unity equivalent to one year)	.1 to 1.1
Net average gain for experimental groups	.365
Net average gain for control groups	.34
Per cent of pupils improved	73%



## CONCLUSIONS

1. The fact that some students registered no gain, and some an actual loss, is perhaps due to a temporary retrogression consequent upon unlearning wrong habits.
2. Two terms or more may, therefore, be needed by some pupils for remedial work.
3. Students whose I.Q.'s judged by the Otis Test were between 55 and 79 made commendable progress.
4. Such students, however, progress only under the most favorable conditions.
5. The results with the experimental groups prove that vocabulary as an element in silent reading is important and merits more attention.
6. Reading ability is built up by composition, oral and written, and especially by a program of extensive recreational reading.
7. Hobbies and vocational interests should be stressed, and students should be stimulated to read along the lines of such interests.
8. Special library needs for students of remedial reading must be recognized.
9. Notebooks, games, puzzles, and new-type tests are indispensable adjuncts of a reading program for remedial students.
10. A system of parallel classes in reading and regular English is the easiest and best method for administering the reading problem.
11. Remedial reading cases are dull normal or even normal pupils who, more often than not, are maladjusted emotionally, mentally, or socially.
12. Reading tests are not to be considered as final in evaluating reading power. The human factors are far more significant than a score, and when enlisted the gain in reading ability is startling.

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## THE EDUCATORS' CONTRIBUTION TO MENTAL HYGIENE\*

MANY years ago the poet-philosopher Virgil observed that the "Descent to Hell is easy." It is still easy and fully represented in our day by the drunkard, the criminal, the gangster, the insane

\*This talk was delivered on June 13, 1936, to the members of the Mental Hygiene Committee of the High School Teachers' Association of which committee Mr. Abraham B. Berman of Boys' High is Chairman.

and other forms of mental illnesses. Despite the far-reaching effects of these crippled personalities, little has been done until recently in the way of prevention. Hence it is a most welcome task to discuss before you who do much to mold the human mind, some principles of mental hygiene which may enable us to help our charges avert future neurotic chaos and psychotic despair.

### DEVELOPING A PREVENTIVE PROGRAM

It is indeed strange that despite the enormous sum of money spent yearly for the care of the insane and the punishment of the delinquent, despite the world-wide unhappiness effected by these unfortunates, despite the fact that one out of every twenty people is, has been, or will be in a mental hospital, despite universal maladjustments of a benign nature even among the supposedly "normal," preventive medicine ignored the human mind. The past paid tribute to the doctrine, "A healthy mind in a healthy body;" but this in the light of psychological progress is only half tenable for the body is definitely and visibly influenced and controlled by the mind. The life of the neurotic with his multiple corporal complaints supports this concept. The body is concrete and palpable, the mind abstract. This is the reason why mental hygiene followed far behind the heels of

social and physical hygiene. Even then, it pursued its brethren apologetically.

Preventive Medicine developed with the Industrial Revolution. Man was crowded into filthy, rat infested industrial cities and he became a medical menace to himself. Sanitation, housing, sewage, water-supply, social and industrial reforms were instituted to improve the worker's environment. Contagious diseases became reportable under penalty and vaccination compulsory. Man as a community was relieved of the horrors of typhoid, diphtheria, smallpox. Prevention was rewarded with a very important place in the Medical Sun. But—this was still neglectful of mental diseases which Cicero recognized as "more numerous and more destructive than those of the body." Outright cases of insanity were recognized, but benign problems reflecting mental instability and a predisposition to the psychoses, such as anxiety resulting from a new and more responsible position, neurasthenia from marriage to an unromantic spouse, depression from failure in college, and a host of other "peculiar" reactions, were merely disregarded. But when suicide supervened, the flame of investigation rose high; the problem reached the first page. But just as it was gradually relegated to the last page and then forgotten, it was pushed from pillar to post for an explanation and a means of pre-



vention and then dropped. Apparently we did not wish to face these heart-rending phenomena and behaved like the proverbial ostrich.

Explanations for these strange behaviors were, to be sure, not wanting. Two thousand years ago it was the devil in them; in the middle ages just witchcraft; religion brought sin, the cause, and prayer the salvation; modern times and the corner policeman fostered plain cussedness and foolishness. Then Science came and hope was renewed—the psychologist developed intelligence tests to explain them; eugenics hit upon heredity, the scapegoat of everything undesirable in civilization; and finally psychiatry emerged with a new god, Insanity. First the Devil, then Sin, then Science; all failed until the World War broke some minds wide open creating a never-to-be-forgotten opportunity for study. Armed with the principles and practice of Medicine, Psychology, and Sociology, a weird and queer crop of cloistered men appeared, the neo-psychiatrists, men who were apologized for by their medical brethren and suspected of close mental relationship to those they ministered to. These men grasped the opportunity and toiled more feverishly than ever before, over these unfortunate souls. From this emerged new concepts and for the first time a satisfactory explanation of abnormal behavior. Several years later, these same men and their

students, with the courage and sympathy of a layman, Mr. Clifford W. Beers, and the help of the psychologist and the social worker, developed a Mental Hygiene program. Broad indeed, it encompasses all the phases of mental disease, crime, alcoholism, vagrancy, prostitution, neuroses, psychoses, insanity, etc.

#### THE PREVENTION OF DISEASE PRESUPPOSES SOME KNOWLEDGE OF THE CAUSE AND ITS BEHAVIOR.

The prevention of any disease is an attack upon its cause. The study of Malaria produced a mechanism, elaboration of which led to the discovery that the Anopheles mosquito was the only vehicle that transmitted the malarial parasite. Elimination of the mosquito by eradicating its home, the swamps, proved a victory for Preventive Medicine, for malaria has since been effectually controlled.

In Mental Disease, abstract as it is, to understand the cause, one must understand a mechanism of behavior. What is it that collapses suddenly and produces mental cripples? Visualize the structure of a simple abscess anywhere in the human body. The core U contains pus, walled in by a protective membrane C which blocks absorption into the body CO. Three possibilities arise: 1. It may be symptomless; the protective membrane pre-

vents absorption of pus into the human body; C is stronger than U. Indeed this is fairly common in teeth.

2. When the membrane weakens—when the resistance is reduced or the pus increases—C is weaker than U. Pus is absorbed and vague aches and pains, arthritis, lassitude, and so on, appear. These are comparatively harmless symptoms and, with the removal of the abscess, disappear. 3. Should the membrane collapse when the resistance fails completely or the pus be too great for a weakened censor, a systemic change occurs and a diffuse body inflammation results, the patient taking to bed with fever, chills, sweats, etc.

Consider similarly, the mind. U is the unconscious storing psychobiologic drives, repressions poisonous to civilization and checked by C the Censor or protective wall, which prevents the repressions from entering the conscious CO. Civilization depends upon the ability of a people to repress their individual will for power, or such desires of an individual frowned upon by society. U and C compete, U striving madly for admission to CO and C straining to repress.

Again three possibilities:

1. Symptomless: the protective censor is stronger than the unconscious, C overcomes U, and repressions are held in check. 2. A weakened censor: resistance is reduced and repressions, primitive poisons,

are released into the conscious, producing vague symbols, the aches and pains, compulsions, obsessions, anxieties of the psycho-neurotic or the signs of the delinquent. Through psychiatric methods these may disappear. 3. The censor collapses with a complete loss of resistance or with repression too strong for the censor, already weakened. The unconscious runs riot in the conscious and psychosis results.

#### INTERPRETATION OF PERSONALITY

Bacteriologic immunity failed with the collapse of the protective membrane; mental immunity with that of the censor. Now, just as immunity is represented by the Schick test in diphtheria, in mental disease immunity is represented by personality. This describes the way an individual reacted to restrictions in the past and represents his readjustability to situations in the present; briefly, his mental immunity. The personality is developed by an interplay between the psychobiologic drive (PD) of an individual and his environmental restrictions (ER). From the mathematical representation certain inferences may be visualized:

$$P = \frac{PD}{ER} = 1$$

(to denote balance)

In general, considering this equation dynamically, if P is greater than 1 the PD plays freely and the



resultant personality is primitive or that of an infant or young child. With age and greater ER and the curbing of PD one approaches the normal civilized individual as P equals 1. When the ER becomes too great and P is less than one, the system collapses and the neurotic, the psychotic or the insane appears.

#### BUILDING THE CENSOR— PREDISPOSING CAUSES

Evidently the strength of the censor or mental immunity—personality—is our objective. Indeed, it is a very effective instrument, but alas, exceedingly delicate. A host of noxious stimuli plays constantly upon it, making it susceptible to disease. A person who does not eat or sleep well, whose food is not nutritious, who enjoys no sunshine, etc., is susceptible to a number of physical ailments and simply awaits the precipitating factor for one to overcome him. Similarly, predisposing causes of mental illness are wrapped up in the personality of an individual and develop from the conflict between the ER and PD.

The environment of an individual refers both to his person (subjective) and everything about him (objective). The subjective includes his color and attractiveness, and the organic diseases he may be afflicted with, such as: rheumatic fever, tuberculosis, deafness, epi-

lepsy. Some types of mental deficiency may well be grouped here. The objective environment is perhaps of greater importance since its effects are more wide-spread and more easily controlled.

It includes the geographic distribution of people, for life in the backwoods of America does not prepare them for life in a large city; the effects of neurotics, seclusive, wealthy, delinquents, religious, etc., parents or grandparents; the number of siblings a child has to compete with for parental care; the influence of the teachers and classmates; the street—all play with or against psychobiologic drives to mold the personality. These drives appear at birth and wane with age. The uterine period of the child permits the height of omnipotence, mother lives for him, he has warmth, security, food and freedom of motility. With birth conflict arises—he is forcibly ejected from this Utopia despite his futile cry of protest. Again he demands love, security, food, freedom of motility. He becomes enraged, should he be denied these essentials. He strives to assert himself and childhood sees further waning of power. He has to learn his relationship to his family and he begins to suffer denials. The greatest job appears at six when he enters school; he is to become a social being and cast himself from parental moorings, a most painful task—he experiences further re-

strictions and suffers more disappointments. Further and further he recedes from "Utopia."

Now the mind is strongly impressed by restrictions, stored into what becomes the repressions in the adult unconscious; circumstances are forgotten but a neurosis may develop in the future if the method of repression has been unpleasant, for in this way is the censor weakened. The details causing a burn may fade but the scar remains.

This conflict between ER and PD produces certain personality pictures depending upon a chosen course. Tackling adversity man succeeds or fails. Failure can be frequently converted to success by compensation and a phlegmatic attitude toward the problem. Otherwise it results in flight or fight. The former is characterized by retreat from the situation, seclusiveness, shyness, sensitiveness, self-dissatisfaction, envy, alcoholism, drug addiction, psychosis and suicide. With fight, truancy, brutality, grouchiness, crime or psychosis appear. Failure therefore spells inferiority and insecurity with flight, flight, or "flegmatic" response. The schizoid personality is now clear, his is a flight from reality or a fight to maintain himself. He stands upon the threshold of mental illness awaiting a catastrophic precipitating factor to push him into psychosis, be it flight or fight. Another failure is the neurotic, usually suffering sexual frustration and

inhibitions, seeking socially acceptable outlets for his primitive demands. His conflict has reached the surface, and the underlying cause is obscure to him. Fixed parental attitudes, prejudices, rebukes, and scoldings suffered in childhood have effected repressions in a severe, destructive manner, thereby weakening the censor or the mental immunity. The neurotic bachelor's past, for example, has not prepared him for marriage; he complains of nervous indigestion and has a contempt for women. Could he only make literature or art or music his spouse, he would sublimate his underlying problem into a successful solution. Failure makes him a toy for faith cures and patent medicines. Still another type of great concern to students of criminology is the anti-social psychopathic personality, who rides bravely and boastfully against the tide, always the aggrieved one, shiftless, irresponsible, breaking rules and trying to outsmart the world.

#### THE PRECIPITATING CAUSES

These, then, are some of many unfortunates who, meeting a new situation requiring readjustment, reveal the weakness of their censor. Social, occupation and sexual readjustments, the SOS of life, constitute their barriers and they detour into the path of least resistance. The entrance to school; endocrinal epochs, like puberty; death of a



beloved; being jilted; sudden financial losses or gains; marriage; the birth of children; a new job—are some of the precipitating causes of mental disease. Since these shocks are inseparably related to life and can not be eliminated, we must strengthen the censor to enable man to cope with them. This can be done only during the formative period—childhood, when repressions are constantly being formed and the censor established.

#### THE CHILD LENDS ITSELF TO MENTAL HYGIENE

The study of children in the Child Guidance Clinic has permitted one very important generalization. Their problems are essentially the result of environmental frustration and are not intrapsychic. Look, therefore, to the home environment, the effects of brothers and sisters, parents, grandparents, neighbors, etc., upon him; look to the school with its teachers and classmates and schoolwork, for the child is mentally plastic and is very easily influenced by these factors.

#### THE TEACHER'S WORK

Here, then, is the child in the formative period storing up repressions and building up his censor or resistance to mental disease. He comes to school and, meeting new problems, he soon finds that he has lost his enthusiasm and is being compelled to attend by a law he

is too immature to fathom. He comes with the resultant product of the conflict at home between his drive for self-assertion and restrictive reality. He brings with him his reaction to a harsh or timid parent, an overanxious or indifferent parent. He may have been spoiled and not given the opportunity to learn to solve his own problems and build up his mental immunity. He may not have learned his position in this, a social, environment. Will he adjust to school, a new situation? He succeeds or fails? The first sign of failure is aggression or retreat, either one indicating a desire for self assertion, a striving for superiority. He has developed symptoms of a mental ailment reflecting a weak censor, a poor immunity, predisposing ultimately to more malignant types. For practical purposes, they are usually 1, personality disorders such as irritability, shyness, timidity; 2, behavior disorders such as truancy, cruelty, temper-tantrums; 3, poor habits—stammering or thumbsucking.

Faced with this, what are we to do? The important fact to remember is that as yet nobody knows specifically how to keep mentally healthy. We psychiatrists, who boast of a knowledge of mental mechanisms, should be stable. Are we? Indeed the field is new and we must all investigate and exchange ideas.

To begin with, there are certain attitudes to be assumed. We can

profit from the development of the care of the mentally sick. From chains and dungeons and darkness, these unfortunates rose to hospitals and sunshine; from sadistic misunderstanding and cruelty, to kindness and sympathy. Let us do likewise with these young people in our care who are strangers among us and who are fighting tooth and nail to retain their strength. Their misbehavior is not malicious and deliberate, they are immature and do not know the adult right from wrong, they are unhappy and in error and require guidance. Sympathy, kindness, love and understanding are therefore the first requirements of the successful teacher. These attributes will enable us to gain the friendship and confidence of a child.

Once he regards us as a friend, repression necessary to the development of civilization can be induced carefully and gently and without damage to the censor. Repression through reproofs, through nagging is effectual to be sure, but at the same time ruinous to the censor, for the horrible conscious associations in the child are transformed into the unconscious of the adult, which raises havoc later when new problems, new situations requiring a strong censor, arise.

Traditionally, the parent or teacher believes the child was sent to him. They believe by divine right that they are capable of exercising infallible judgment and absolute

possession over him and insist upon complete submission. But does the adult want obedience to satisfy himself or because of the child's good? Parents and teachers must be urged to develop unselfish, self-criticism, and social altruism. Let us not crush their little enthusiasm with our demands. Let us develop what little they possess. Let us therefore learn their language while we teach them ours. Let us inculcate self-confidence and teach them to face reality bravely and cheerfully. Let us cultivate them socially and let us recognize and correct the sexual handicaps and misunderstandings that those in the higher grades will meet. Let us guide their vocational pursuits to work, not overtaxing, but productive of greatest benefit and happiness. A kind word to gain confidence followed by reassurance, suggestion, gentle persuasion or simply by talking over their problem to release mental tension and to show them that they are not the only sufferers, that their problem is not unique, may spare them mental anguish and society, anti-social people. Never grow hopeless, for you are trying to undo the work of years. Attribute nothing to the heredity or congenital aspects of behavior unless the environmental influences have been completely studied and eliminated as causes. It is the experience of most investigators that a simple shift in the environment clears the problem.

Let us devote, finally, as much



effort to Mental Hygiene as is commensurate with the magnitude of the problem and by all means, become conscious of the 4th R, perhaps far more important than "Reading, Riting, Rithmetic," — Readjustability.

NOTE: Insanity and mental disease are not interchangeably synonymous. Insanity: a legal term, implies that the individual is deprived

of reason and judgment and is unable to distinguish between right and wrong. Mental disease: indicates some abnormality in conduct and behavior, the subject not necessarily being insane. It, however, includes insanity.

GEORGE JOSEPH TRAIN, B.S., M.D.  
Brooklyn State Hospital,  
Brooklyn Child Guidance Bureau.

## HIGH POINTS

### Honors Courses in Mathematics

The Mathematics Department of Thomas Jefferson High School submits the following description of our "Honor Course," which is one of our devices providing for the gifted Mathematics pupil. The details of our procedure may assist others in handling the same problem, especially since the course places the burden on the pupil himself. Extra work on the part of teachers, and special scheduling on the part of the program committee are both eliminated.

At the close of the Spring term each year we offer a summer study-course to pupils who have received 90% or higher in 10th year Mathematics.

Pupils are given a syllabus which lists theorems and numerous difficult originals omitted in ordinary class work. They are asked to study the theorems, and prepare a note-

book containing the exercises. The assignment for pupils who have completed only the first half of the tenth year is naturally different from those who have had the full year's work.

In September, at the same time as other make-up tests are given, we give an examination on this work. This test contains a theorem, a construction, and an exercise chosen directly from the syllabus, but it also contains a difficult original which pupils have never seen before. Those who submit creditable papers receive an "honor certificate," while those with perfect papers are mentioned in the *Liberty Bell*, the school paper.

Taking the course is an optional matter. Nevertheless, almost 150 pupils applied this year. Only 30, however, carried initial ambition to a successful culmination. Axioms to the contrary, it seems that not all 90's are equivalent.

For these 30, and even for those whose interest waned as summer temperatures rose, we feel that the experience of self-instruction was a valuable one. If we are to produce any scholars, we must train pupils to do their thinking unassisted.

The honors course serves another purpose in showing us where our good material lies. We try to follow up our honor students, encourage them to join Mathematics clubs, and elect advanced Mathematics courses.

EDNA E. KRAMER.  
Thomas Jefferson High School.

### An Experimental Class using the Functional Method of Gregg Shorthand

In March, 1935, the Gregg Publishing Company announced a new method of teaching Gregg Shorthand, the Functional Method. Many advantages were claimed for this method because of the unusual teaching techniques advocated for it. Classes taught by the Functional Method did no writing of shorthand for almost five weeks, during which time they read about 15,000 words of printed shorthand in order to obtain sharp, visual images from which to reproduce the characters and joinings of the shorthand alphabet.

None of the rules or principles of shorthand are taught at any time, nor is the class encouraged or permitted to form its own general-

izations. Many teachers cannot believe that shorthand can be taught without rules, and that is one of the things that we at James Monroe wanted to test for ourselves in the experimental class. This is a report on the experiment:

No tests are given except for administrative grades. No homework papers need be corrected. The teacher's time is saved, because she need not prepare and correct tests, and she need not mark the hundreds of homework papers with which the shorthand teacher must otherwise struggle.

Pupils learning by the Functional Method never write word lists. All their written practice consists of connected matter. There is no formal review. Once a chapter is finished, it is finished. There is no repetition practice of the type formerly associated with shorthand teaching. Formerly the shorthand student wrote each word in a word list from 3 to 30 times; he wrote connected matter from 2 to 10 times. Now the student is never required to write word lists at all, and he writes the connected matter only once. The repetition that is, of course, needed in acquirement of any skill subject is obtained by the repetition of the same words in different and interesting contexts. Thus, the word *as* occurs 314 times in the new *Functional Method Manual*. Having copied *as* correctly 314 times in one semester's work, each time in a different context,



the student will have derived far more benefit than if he were to write so many lines of *as*/ or to write and rewrite a relatively small amount of context in order to obtain the same total number of writings of the word *as*.

The pupils are provided with a printed key to all the shorthand reading material. In the *Functional Method Manual* that key is printed in the same volume with the shorthand notes. The pupil is encouraged to keep his shorthand book open while the teacher dictates. No new matter is dictated until after the completion of about 70 periods of instruction, which covers substantially all the "theory" of the shorthand system. In that time, however, the pupil has covered more than 65,000 words of printed shorthand, most of which he has copied and much of which he has taken from dictation.

This is a very brief summary of the Functional Method of teaching Gregg Shorthand. It was decided to have a trial class at James Monroe High School in order to see whether these unusual teaching techniques would bring the results claimed and whether they would be workable under ordinary high school conditions. It should be explained that the *Functional Method Manual* did not appear until the summer of 1936 and that the experimental class had to be equipped with a set of books to give the equivalent in shorthand reading material. The

books mentioned in this article, therefore, would no longer be required by schools wishing to use the Functional Method.

In September, 1935, a class in Stenography 1, consisting of 26 pupils, was assigned to me; and for a few days we were not quite sure as to whether we were to follow the traditional or the Functional Method, because of administrative difficulties in programming for an entire year if the Functional Method was used, and because of the lack of adequate textbook supplies. However, by the end of the first week everything had been settled satisfactorily, and the class started on its happy way with the Functional Method! We were quite fortunate that no new admissions were allowed in this experimental class after the second day.

We followed Mr. Leslie's method faithfully—in class procedures, in the reading approach, in homework assignments; no writing, no testing, no questions, and so forth. Each student had in his possession the following books: *Manual*, *Speed Studies*, *Fundamental Drills*, *Graded Readings*, and the "key" or *Dictation Drills*. The youngsters were "sold" on the method. By comparing their progress with other classes, they were thrilled at the idea of being so far ahead with so little and such pleasant effort. At the end of the first five weeks, we started to write; this was another thrill because it was a new

experience and because a miracle happened. They wrote that first day like veterans. The penmanship was superb, fluent, effortless, and quite mature as to proportion and slant. Needless to say, I, too, was thrilled at the results.

On the 71st school day we began new dictation of simple material at forty words a minute! The Bisbee supplementary book was used because it followed easily the units in the *Manual*, and I did not want to give the pupils anything too difficult for the first dictation. The 75th lesson was presented at the Commercial Education Association meeting on January 11, 1936, at the Hotel Pennsylvania, and the success of the Functional Method, I think, was clearly demonstrated to the members of that association on that occasion. A more complete report of this demonstration will appear in the C. E. A. yearbook for 1935-36.

At the end of the first term's work, we had completed all of the theory given in the *Manual* with the exception of about thirteen analogical word beginnings and endings; we had used as supplementary learnings the parallel work in the *Speed Studies*; we had practically finished *Graded Readings*, and the *Fundamental Drills*. There was only one failure in the class, a girl of relatively low I. Q. who was transferred to a "traditional" shorthand beginning class, and who failed for the second time

in June, 1936. Three members were graduated, leaving me with 22 pupils for the second term's work.

We added the *Speed Building* texts to our "library", and after three weeks spent in completing the theory, we started out with the dictation and vocabulary building course outlined in *Speed Building*. In April, we were taking dictation at 60 words a minute with ease, and our demonstration at the Eastern Commercial Teachers' Association on April 10 gave another group of teachers some new ideas in the field of shorthand teaching.

Before the end of the term in June, ten members of the class had passed the 80-word-a-minute Gregg Transcription Test, and nineteen had passed the 60-word-a-minute test. May I say here that the only mistakes these youngsters made on these tests were in matters of punctuation, spelling, or omissions. In other words, pupils taught by the Functional Method rarely transcribe incorrectly what they have in their notes! During the last week of the term, the Regents' test of January, 1936, was given to them. It was marked strictly on the Regents' basis of marking for transcription, punctuation, spelling, paragraphing, and mailability. Six of these pupils who had started the work in September, 1935, were able to attain a passing mark.

In conclusion, the Functional Method of approach in teaching



shorthand seems to offer the following advantages:

1. From the administrative standpoint, the teaching of the theory in less time leaves much more time for transcription, which the pupils obviously need.

2. From the teacher's standpoint, it is a delightful way to present a very difficult subject to high school students; with no papers to mark, no tests to give, and so forth.

3. From the pupils' standpoint, there is no discouragement, no irritation, no worry. Their having the key in their hands for the homework, and the "chorus" method of class recitation, builds up confidence, and courage, and pleasure in their work.

HELEN M. MCCONNELL.  
James Monroe High School.

### An Oral English Project

In fourth term Speech classes this writer decided to devote every Friday to a project in the form of a weekly radio broadcast. The class was divided into groups of seven or eight students, and each week, a group was responsible for a program. Every Monday a station announcer and a program announcer were chosen from the group (sometimes these two were combined); to members of the group the chairman assigned topics, such as News Flashes, Fashion Comments, Movie

Reviews, Sport News, Household Hints, School News, Current Plays, Hobbies, and Radio Interviews with Famous People. Each student wrote out her report (not over 200 words in length) and rehearsed reading it at home. The program announcer prepared her introductions, making an effort to arrange a program of about fifteen minutes, to tie up one topic with the next, and, if possible, to make humorous comments. "Read as if you are speaking", was the advice given to every speaker. To create the illusion of a genuine radio studio a toy microphone was placed on the teacher's desk.

On Fridays the procedure was as follows: A short voice exercise of not more than five minutes was conducted to give the speakers a chance to get ready. Next every member of the class placed on the desk the voice and speech rating chart shown below:

#### Voice and Speech Rating Chart

Dates.....  
Name .....

- I. Social Attitude (1 credit)
  - A. Posture
  - B. Facial Expression
  - C. Audience Relation
  - D. Composure
- II. Voice (2 credits)
  - A. Quality
  - B. Pitch
  - C. Control

- III. Oral Composition (3 credits)
  - A. Preparation
  - B. Organization of ideas
  - C. English
    1. Vocabulary
    2. Sentences
    3. Grammar

or

- III. Oral Reading (3 credits)
  - A. Phrasing
  - B. Emphasis
  - C. Interpretation

- IV. Speech (4 credits)
  - A. Vowel sounds.
  - B. Consonant sounds
  - C. Strong forms.
  - D. Lip and tongue movement

#### V. Rating (10 credits)

The charts of the speakers were collected and delivered to the teacher who sat at the back of the room. Each one of the listeners placed a blank sheet of paper opposite the chart, noted the names of the speakers in order, and during the course of the broadcast made written comments on the speeches using the chart as a model. The following is a sample of a student critic's paper:

1. Mary Smith
  - I. Self-confident attitude.
  - II. Pleasant voice.
  - III. Poor phrasing.
  - IV. Pronunciation errors: man, because, duty.
2. Betty Brown
  - I. Worried attitude.

- II. Voice too high pitched.
- III. Good emphasis and phrasing.

At first, each row of students concentrated on one topic in the chart; later, comments were written under two or more headings. Meantime the teacher rated each student, using checks to indicate good qualities and crosses to mark poor qualities, and often listing under *speech*, errors in the pronunciation of words or sounds. At the conclusion of the broadcast the students discussed the entire program and read their criticisms. In all discussions and criticisms a favorable comment was first required in order to establish a pleasant and friendly atmosphere and to avoid making students feel altogether discouraged with their efforts. The general discussion over, each speaker read her rating chart, then proceeded to the blackboard, and recorded in phonetics the pronunciation errors listed on her paper. She said the words correctly and the class in concert repeated them. Thus the period began and ended with a drill. In the course of the term each student in the class received at least three speech ratings which indicated her progress.

Occasionally the broadcast served as a preparation for written work. The class became an invisible audience by the simple expedient of having the microphone placed on one of the desks at the back of the



room, and were advised to make their comments this time with the idea of writing a letter. The assignment for the following Monday was, "Write a letter, using business form, to the station to which you have been listening and give your impression of the program." These were collected and corrected during the week, the best three being labeled "Read." At the beginning of the next Friday broadcast, these letters were read aloud over the microphone by the station announcer. Another time the listeners, in the guise of reporters present in the studio, wrote news articles for the "radio page."

The students welcomed this idea with enthusiasm. Before the end of the term, they presented several dramatizations consisting of short scenes from plays read in class or brief sketches, found in the *Scholastic*, of lives of authors. They also conducted a poetry reading contest which terminated with the distribution of prizes and the delivering of presentation and acceptance speeches.

In several ways the project was effective in making students speech-conscious. There was quite an improvement in poise and use of voice. Timid students who could not be heard when they read in a regular class lesson made an effort to read audibly during a broadcast. Sitting down and talking into the microphone without the necessity of looking at the audience

made some pupils seem less self-conscious; holding both the paper and the microphone kept the hands under control. In phrasing and emphasis, improvement was noted because the students tried to keep in mind that they were supposed to sound as if they were speaking. The device of requiring written comments, which were sometimes collected and checked, made the listeners prick up their ears instead of sitting in a daze or becoming restless when the student performers were not intensely interested. Finally this criticism plan provided practise in ear-training.

MARION H. MEEHAN.

Julia Richman High School.

### Method in the Book Report

Variety of method of presentation of the book report is necessary if the procedure is not to become lifeless and hence valueless. However good a device may be, if it is the only method used throughout the term, students will invariably lose interest in it, with an attendant loss of achievement.

Accordingly, in those classes where, for instance, five reports per term are required, the writer uses as many methods of rendering the reports. None of these methods is particularly original; they were picked up for the most part in the last nine years by "talking shop" with colleagues, and are here presented in the hope that

they may provide some teachers with a bit of needed variety.

For the first report of the term the "interview" method has been found most effective. This consists in calling individual members of the class to the teacher's desk for a personal and chatty discussion of the book the student has read. (No time is lost if this is done while the class is writing a composition.) The advantage of this method is that it establishes a *rapport* between pupil and teacher, makes the former feel that the latter is human and friendly, and does much to establish the easy atmosphere which is so essential to the teaching of literature. Especially is this accomplished if the interviewer, diplomatically, will occasionally admit that he has not read that book and ask the student whether he thinks the teacher ought to read it. Omniscience in his teacher of English may not surprise the average high school student, but an earthly admission of ignorance on even one point will tend to establish a very valuable spirit of kinship.

The conversation during the interview should be *very* conversational, intimate, and conducted, of course, on a basis of absolute equality. It should follow the lines not of an interrogation of the pupil to determine whether or not he has read the book, but rather of an exchange of opinions and ideas. Much conversation may be

made in four or five minutes, and thus the entire class may be covered in the course of three writing periods.

For the second report of the term, the writer has often used the "conversation" method, which never fails to delight the pupils. In groups of five or six, they sit in semi-circular fashion about the front of the room, which they pretend is the parlor of the home of one of them, and discuss the book they have read. "Book" is used advisedly, for only where students have read the same book or type of book can they be grouped thus. Accordingly, the assignment must be uniform for the report, or those who have chosen similarly are grouped together. For example, if the assignment were to read one of Shakespeare's tragedies, in conjunction with the work in "Hamlet," there would be a "King Lear" group, an "Othello" group, and so on.

Preparation for these conversations is essential for the success of the procedure, for without the proper "ammunition" all talk is futile. Thus, students are asked to consider in advance the answers to several key questions outlined by the teacher (such as "what was the problem the chief character faced, and how did he solve it?"); they are also encouraged to raise in the conversation the question of any difficulties they have met in the course of reading the book or play.



This method is particularly gratifying because it develops a real-life situation, and, as a result, the conversation is startlingly natural. One of the more forward students starts, and as the conversation proceeds, the diffident ones join in, glad to be able to speak under the cover of the group. Even students who normally become stage-struck when asked to address the class, thus get an opportunity to express themselves. The whole lesson is motivated by a discussion of the value of conversational powers in every-day life.

Another way of stimulating interest in the book report is to ask the students to make a book jacket of the book read, with a blurb on the flap. The assignment should be preceded by a study of real book jackets to learn not only about cover designs but to find out what a blurb is. This method delights those students who are proficient in art, especially those whose talents run more in that direction than towards the literary. Those who find it impossible to draw should be permitted to make the simple types of jackets which require practically no artistic ability.

For the fourth report of the term variety may be provided by making the assignment read thus: "Be prepared to read to the class a three-minute excerpt from your book, your purpose being to stimulate such interest on the part of your colleagues as will make them

want to read the book." In this way the class is introduced to more than a dozen books in one period, and since the recommendations are made by their classmates and not by the teacher, the students are more apt to consider the book readable.

For still another type of report the period is divided into two parts of five and thirty-five minutes, respectively. In part one a rapid check-up of whether or not the pupils have read the book is made by asking them to write in one sentence, the last incident in the book. Then the slips of paper are collected and (part two begins here) the class is asked to read and consider the following quotation from Bacon which has in the meantime been put on the board:

"Some books are to be tasted, others to be swallowed and some few to be chewed and digested . . ."

The students are then asked to tell which kind of book theirs is; with reasons, of course. A lively discussion follows. The value of this method lies in the fact that it points out to dime-novel readers the importance of discrimination in reading.

In the upper grades, particularly in the fourth year classes, where variety and spice of method are not an all-important prerequisite in the maintaining of interest, the book reports may be handled in still another fashion, namely, by

the project method. Each student is asked to choose a topic in which he is particularly interested, and then read at least five books on the subject. For example, with a unifying theme such as "Europe Today," a student might read such books as Sheean's "Personal History," Durant's "I Write As I Please," Gunther's "Inside Europe," Strong's "I Change Worlds," Farson's "Way of a Transgressor," and emerge from the research a much better informed person on vital affairs today. Other worthwhile topics for serious and more mature students might involve a study of a country (such as China) as revealed by writers of both fiction and non-fiction, a comparative study of several dictators, or monarchs, or statesmen, or scientists, or writers, or musicians, or reporters, or systems of government, or movements in literature. The project might be an intensive study of the works of a poet, or a novelist, or a playwright. Whatever the field of research, it would mean reading-with-a-purpose, planned study, and the presentation of a scholarly report. Instead of being small, palatable units of work (as is necessary in the case of younger pupils), this method involves doing one big, serious, unified job, on the part of those students who are really capable of doing a bit of honest-to-goodness research.

There are other ways, of course,

of conducting the book report period in a stimulating manner. Students may write the report at home, for instance, as though they were book reviewers for a newspaper, after having studied the work of a number of prominent reviewers, such as Harry Hansen and Lewis Gannett. The book review may be prepared for radio broadcasting, or for reading at a meeting of a book club, each of which would require a different technique. Still another method or presentation would be to have the student pretend he is a book salesman, trying to sell the book to his classmate on its literary merits; or he might write a letter to a friend in which he either recommends the book or tries to dissuade him from reading it, with reasons. Whatever the approach is, the important point is that in each case it must be novel, different from the one before, in order to hold the attention of the students who are expected to listen to and benefit by the book reports.

JESSE GRUMETTE.

Abraham Lincoln High School.

### Choral Recitation and Its Possible Use in Integration

So much stress has recently been laid upon the device of choral speaking from the point of view of the teaching of speech that there has been a tendency to overlook the value of this device, not only for the teacher of English in his instruction in poetry, but also,



it seems to the writer, as the basis for an integrated project unit taking in the work of many high school departments.

The writer has made use of the device for some time, even before it received its recent favorable publicity. At the time of the Washington Bi-Centennial in 1932, Edwin Markham's bi-centennial poem in honor of Washington was made the subject of an experimental choral recitation at the Harlem Evening High School for Women.

At that time the writer became convinced of the advisability, when handling this device for public presentation, of using a double chorus with at least two, and possibly more, solo speaking voices. Of course, where the speakers are all talented and trained students, such as those used in radio's "Magic of Speech" hour, each of the speakers can be used alone or in combination with others up to the number of the entire group, with an infinite variety of effect. However, it was not the writer's good fortune to be blessed with so talented a group when he once again experimented with choral speaking of poetry at an annex of Richmond Hill High School. There, the group was composed of volunteers and about fourteen students finally constituted the speaking group, which was to prepare a series of assembly programs.

As is so frequently the case in a group such as this in a co-educational

high school, by far the larger number were girls. Taking advantage, however, of variations in the pitch of many of the girls' speaking voices, two groups were formed for a respectively high and low pitch in speech. Incidentally, one of the boys, whose voice was changed, was, nevertheless, found to be most effective as a member of the upper pitch group.

The poem chosen for interpretation was Noyes' "Barrel Organ". The entire group was used in the refrain stanzas ("Come down to Kew in lilac time, etc."); the divided groups were used for several stanzas (for example, "Yes, as the music changes, like a prismatic glass . . ."); and one solo voice was chosen from each group. At times the two solo voices combined to speak a stanza. Particularly effective was the use of the lower-voiced group to repeat or almost intone the line, "In the city as the sun sinks low", at every recurrence thereof.

Encouraged by the success of this experiment, the writer attempted to continue it on a larger scale in the main building at Richmond Hill. The use of the device in the classroom when studying certain poems, for which the method is obviously appropriate, need not be enlarged upon here.

Another volunteer group, this time, however, constituting a sort of literary society, attempted a more ambitious program. The

poems chosen were Longfellow's "King Robert of Sicily" and Vachel Lindsay's "The Congo". The reasons for the latter choice are, of course, more obvious. However, in the Longfellow narrative poem, good use was made of the divided chorus and, in addition, three solo narrators were used, alone and in combination. A cast of characters was also chosen (King Robert, the Angel, the Emperor, . . .) and whenever these characters spoke during the narrative, the speeches were read dramatically, but without action, by the respective "actors". In addition, a genuine piece of pioneer work was attempted by having the recitation accompanied musically. For this purpose, a composition of the American composer, Rosseter Cole, was used. Professor Cole had written a work specifically designed for the accompaniment of this poem in solo recitation, which enhances it both from a poetic and dramatic standpoint. The accompaniment is for piano, but there is also an arrangement for string orchestra, which would probably have been even more effective.

The attempted accompaniment to "The Congo" was more radical. Stress was laid on the percussion instruments which were naturally suggested by the recurrent "boom-lay" refrain in the poem itself. Before the beginning of the recitation, this theme was three times repeated, crescendo, by cymbals and base

drum, and this was followed by a slow and gradually increasing rattle on the snaredrum, which reached its climax in the snapped-out utterance of the opening words of the poem ("Fat black bucks, . . .").

So far, the writer can claim a modicum of success in appealing to the high school audience which seemed to like its poetry in this form of choral melodrama. However, in one additional feature, he was not so successful. "The Congo," as the reader is no doubt aware, is divided into three parts. Between these parts, the writer attempted to carry out the spirit of the poem by the use of characteristic rhythms and melodies as arranged for brass instruments. However, the average high school pupil has not, as yet, become accustomed to hearing "The St. Louis Blues" played in the high school assembly, and this feature of the program was somewhat disastrous. However, if Superintendent Campbell's plea for recognition of contemporaneous values in music be given the general heed it so justly deserves, then, perhaps, even this feature of the experiment may some day be successful.

Certainly the project is an interesting one and deserves further consideration and experimentation. Its capacities are well-nigh without limit. The writer would like to suggest, in the hope that there may be some experimentally-minded high school organization



which would care to try the experiment, that the choral mélodrame is capable of being exploited in an inter-departmental integration project. The place of the English and Speech Departments in this project is obvious. So, too, is the part that could be played by the Department of Music, but there is no reason why it should end there. The performance could be enhanced by appropriate lighting and here the work of the physical science group would be of great value.

Lighting likewise suggests the possibility of some uniform or otherwise appropriate costuming for the groups and soloists, in colors which would be effective in connection with the lighting scheme. Here would enter the work of the departments specializing in fine art and domestic science and possibly also the work of the Department of Chemistry in the practical application of their study in dyeing and dye-stuffs. A little further thought would reveal how each school department could fit into the project, with the possible exception of the Department of Mathematics, and the writer feels that here, too, a little ingenuity might yield further cooperative measures.

At all events, the suggestion is wholly in line with the present trend toward "activity" in education. It is also designed to substitute, in some measure, in place of

the over-specialization which is one of the curses of our present high school pedagogy, another attempt at genuine integration.

LEONARD F. MANHEIM.

Richmond Hill High School.

### A Chairman's Report on a Visit to a Third-Term Class in Biology

SUBJECT: REVIEW OF DUCTLESS  
GLANDS

A review lesson, while important, involves problems of repetition and monotony, and I am glad to testify to a very novel and original approach in Miss C—'s lesson. She called the pupils "doctors." In fact, when she called on each one, she referred to him or her as "Dr. So and So." Then she had imaginary patients come into the room, mentioning some of their physical and mental characteristics (tied up with glandular deficiency or excess), and asked the group of "medical experts" to diagnose these patients, using the information which they had regarding ductless glands.

The work as it developed called for accurate knowledge, thoughtful application and discriminating judgment. The class was alert every moment and tackled its problem with the enthusiasm of young medical tyros.

The teacher showed leadership and originality in this lesson, qualities which I have noticed before.

Evander Childs High School.

## EDUCATIONAL NOTES AND COMMENT

### Coöperative Study of Secondary School Standards

Two hundred representative secondary schools in the United States are coöperating this year in the field work of the Coöperative Study of Secondary School Standards. These schools have been carefully selected on nomination of representatives of the six regional associations of colleges and secondary schools which are sponsoring the Study — the New England, Middle States, Southern, North Central, Northwest, and Western Associations. They have been so chosen geographically that every state is represented. They include schools of all sizes, from one of less than fifty pupils to one with an enrollment of over ten thousand. Included in the group are public and private secondary schools, accredited and non-accredited, conservative and progressive, rural and urban, three-year, four-year, and six-year types, boarding and day schools, and schools for Negroes and Indians.

The most important work of the Coöperative Study this year is the visiting of those two hundred schools by committees of experienced educators who will carefully study and evaluate them. This will be done in accordance with the tentative criteria for evaluation and

stimulation of secondary schools which were developed last year by the Study in collaboration with several hundred educators in all parts of the country. Four committees began field work the latter part of September and will be at work continuously until next May visiting these two hundred schools.

Paul E. Elicker, principal of Newton High School, Newtonville, Massachusetts, and vice-president of the national Department of Secondary School Principals, assisted by Professor C. W. Bush of the University of Delaware, began work in Maine and will study schools in New England and New York before Christmas.

Frank C. Jenkins, Director of Teacher Training in the Mississippi State Department of Education and Executive Secretary of the Secondary School Commission of the Southern Association, assisted by John P. Lozo, formerly principal of the Senior High School at West Reading, Pennsylvania, are working in Ohio, Michigan, and Indiana.

Paul Rehms, principal of the high school at Battle Creek, Michigan, assisted by W. I. Iverson, formerly high school principal and later superintendent of schools at Pullman, Washington, began visiting schools in Minnesota, and will continue in North and South Da-



kota, Nebraska, Iowa, and Wisconsin before Christmas.

F. L. Stetson, Professor of Education at the University of Oregon, and member of the Accrediting Commission of the Northwest Association, assisted by J. E. Worthington, principal of the Waukesha, Wisconsin, High School, began work in North Dakota and Nebraska and will continue through Colorado, New Mexico, Utah, Wyoming, and Montana to the Pacific Coast.

In addition to the men just named, a local educator in each state will be added to the Committee for the study of the schools in his state. Usually he will be a representative for the State Department of Public Instruction. In some states, several local men will be used.

Schools in the southern part of the country will be studied after Christmas, when travel conditions by automobile will be less favorable in the northern part of the country.

In addition to the general visiting program outlined above, ten men worked for a month in September and October, traveling over 25,000 miles in visiting approximately twenty schools each to administer a group of psychological, content, and social attitudes tests to more than twenty thousand high school juniors. These tests will be scored, summarized, and interpreted at the Washington office this year.

The Washington office, which

was opened last year, is in charge of Dr. Walter C. Eells, Professor of Education at Stanford University, who is Coördinator of the Study. The chairman of the General Committee which is responsible for the Study is Professor George E. Carothers, of the University of Michigan, representing the North Central Association. The chairman of the Executive Committee is Professor E. D. Grizzell, of the University of Pennsylvania, representing the Middle States Association. Professor Joseph Roemer, of Peabody College, representing the Southern Association, with the two men just named comprise the Administrative Committee which has immediate responsibility for the general supervision of the Study. Carl A. Jessen, specialist in Secondary Education in the United States Office of Education, is secretary of both committees.

The Study, financed by the six regional associations and by a generous grant from one of the national educational foundations, is planned to continue until the summer of 1938. The current year will be devoted largely to field work in the two hundred cooperating secondary schools, while the year 1937-38 will be concerned with the analysis and evaluation of the experimental data, followed by the preparation of recommended practices for consideration and adaptation to the needs of the several regional associations in their re-

spective areas, and the formulation of a final report.

### Department of Secondary Education of the N. E. A.

The following report is made by the secretary of the Department of Secondary Education of the series of meetings held by the Department at the annual convention of the National Education Association in Portland last summer:

"Trends in High School Instruction and New Curriculum Materials in the Secondary Field" was the theme of three general meetings and fourteen conferences held by the Department of Secondary Education. The first of these general meetings was held at the First Baptist Church on the afternoon of June 29, and was attended by over two thousand, eighteen hundred remaining seated throughout the meeting. Ernest D. Lewis, president of the Department, presided, and after preliminary remarks and announcements called attention to the purposes of the Department of Secondary Education and introduced the speakers, Paul R. Hanna, associate professor of education, Stanford University, California, and Gibson Bowles, president of the Portland High School Teachers Association, who read the paper prepared by Payne Templeton, Principal, Flathead County High School, Kalispell, Montana.

At the conclusion of the two addresses, the meeting adjourned to break up into subgroups for four-

teen joint conferences held in rooms in the First Methodist Church, the Women's Club Building, and the First Baptist Church. In these round table conferences, talks were given by a speaker or speakers, upon some phase of the general theme pertinent to the problems of each particular department and were followed by discussion under the guidance of a leader of discussion. Through coöperation of the chairman, secretary, and leader of discussion, material presented at each conference has been collected and summarized for use as space in *Secondary Education* permits. *Secondary Education* is the official organ of the Department.

The fourteen conferences were as follows: Ancient Languages in coöperation with the American Classical League; Business Education in coöperation with the Department of Business Education; English in coöperation with the National Council of Teachers of English; Geography in coöperation with the National Council of Geography Teachers; Health and Physical Education in coöperation with the Department of School Health and Physical Education and Northwest Conference on High School and College Hygiene; Home Economics in coöperation with the Department of Supervisors and Teachers of Home Economics; Library services in coöperation with the Joint Committee of the National Education Association and the American Library Association;



Mathematics in coöperation with the National Council of Teachers of Mathematics; Modern Languages in coöperation with the National Federation of Modern Language Teachers; Music in coöperation with the National Conference of Music Supervisors; Parenthood training in coöperation with the American Association of University Women; Science; Social Studies in coöperation with the National Council for the Social Studies, and Vocational Education in coöperation with the Department of Vocational Education.

Portions of the papers delivered at these conferences appear in the September and succeeding issues of *Secondary Education*.

A luncheon in which high school librarians joined high school teachers was held in the auditorium of the Public Service Building on the afternoon of June 30. Luncheon was served by the Service Restaurant Class Department of Vocational Education of the Portland Schools and was a practical demonstration of coördination of school and community. The president of the Department presided and presented distinguished guests, officers of the Department, members of the local committee, and the following speakers: Barrett C. Kiesling, Evaline Dowling, and Frederick Houk Law.

A high school town meeting of the air, broadcast over a nationwide hookup, was a feature of the program. Students from the High

School of Commerce, Portland, participated in this demonstration of the use of the radio in instruction. The president of the Department opened the broadcast program and later gave a concluding talk.

Another special feature was the initiation ceremony in which the Order of the Rose was conferred on Edith A. Lathrop and Mr. Lewis by Mrs. Elsie Brown O'Brien of the Portland Women's Advertising Club. Over two hundred were present at this luncheon.

The final general meeting of the Department was held in the Oriental Theatre. George R. Rankin, vice-president, presided over this concluding session. Three educational motion pictures were shown: "The Life of Shakespeare," "March of Time," and "The Face of Britain." Thirty students from the Washington High School of Portland gave a demonstration of the classroom possibilities in the use of the motion picture. The discussion of one of the films was under the direction of William Lewin, Weequahic High School, Newark, New Jersey, who is also the chairman of the Committee on Motion Pictures of the Department of Secondary Education. The other class demonstration was conducted by Fannie L. Barber of the Washington High School, Portland.

At the conclusion of the motion picture showing, Barrett C. Kiesling gave a report on a nation-wide survey of the work being done in

motion picture appreciation classes and by groups of adults interested in furthering the interest of better films. He also explained an unusual exhibit of pictures used to illustrate the research methods employed by producers to insure authenticity in their productions. This exhibit was shown in the lobby of the theatre and was enhanced by additional pictures gathered and shown by the Cleveland Public Library.

Ernest D. Lewis of Evander Childs High School, New York City, was unanimously re-elected president and given a vote of appreciation for his work in the past. George R. Rankin, Boys Technical High School, Milwaukee, Wisconsin, was re-elected vice-president and L. Denzil Keigley of Chester S. Morey Junior High School, Denver, Colorado, was re-elected treasurer. Mrs. Nettie Rankin Bolland, High School of Commerce, Portland, was elected secretary.

#### A Visit to an English School

In April, 1936, at the invitation of the Headmaster, Mr. John Malcolmson Moir, I visited the Wirral County School for Boys at Bebington, just across the Mersey from Liverpool, in England. This is one of many secondary schools operated by the authorities of Cheshire County under the able leadership of Mr. F. F. Potter, Director of Education for the County.

Americans visiting Britain always notice the absence of hurry.

There is a spaciousness in the life of the people, even if the area is not so spacious as in America.

The atmosphere of this school in Bebington reflected the English point of view that education is a process that thrives best in an atmosphere of leisure. As an example of this, I would cite the fact that the pupils have a luncheon period of one and a half hours.

As I approached the school the abundance of space in the grounds and building impressed me; for a student body of 400 there were 22 rooms and eleven acres of playing fields. Although the outside temperature was only about 50°F., I noticed as I entered the building that windows were wide open and there was no heat in the steam radiators. This reflected the Englishman's dislike of indoor temperatures above 60°.

The Headmaster's office had an air of gracious hospitality. I was asked to seat myself in an easy chair before a grate fire which pushed the temperature to 60°F.; while the Headmaster ordered coffee and cakes, and talked of the organization of his school.

Although this is a county school, there is a tuition fee equivalent to fifty-two dollars per annum. To care for students unable to pay, ample provision is made in the form of scholarships. A substantial percentage of the student body receives help in this form. The English Education Law provides for a



minimum of 25 per cent. of the total number of admissions in the previous school year, "or such other limit as may be approved for a particular school," to take care of worthy pupils who are not in possession of the necessary funds.

The Education Law of 1933, governing English Secondary Schools, provides that "the number of pupils taught together at one time must not exceed thirty, and must never be more than thirty-five." In this Bebington School I was surprised to see few classes as large as thirty pupils.

The major objectives are to prepare boys for business or professional careers, and to provide them with a mental and physical equipment for life. The development of "public spirit" is mentioned as an aim of extra-curricular activities.

A striking difference between English and American secondary curricula is in religious instruction. This is given regularly. Each day starts with a short religious service. The curriculum at the Bebington school is much more restricted than in the New York City high schools, and it is, of course, more conservative.

Emphasis is placed on languages, mathematics and physical science. Political science, civics, and other subjects studied by so many New York children do not appear in the curriculum of this typical English school in a typical industrial area.

Reports to parents are much more informative than those given in New York City. A few high schools here place each graduate recommended for college on an Ogive curve. But in the English school under consideration the report to parents shows not merely ratings, with appropriate comments, but "place in class" for each subject studied. It also shows "final position in form order" together with the number of pupils in the form. Another unusual item on the boy's report sheet is "average age of form." The parent can thus get a picture not only of the boy's work, but of his rank in comparison with his fellows, and he can know whether the boy is over or under age for the group with which he is associated.

Teachers in classrooms at this school wear academic costume. They become accustomed to this as Seniors at places like Oxford and Cambridge. The gown is draped over one shoulder, leaving the right arm free. Truly a touch of ancient customs perpetuated in the present.

All boys, on entering the school building, must "change into dark crepe-soled shoes" (quoted from the school prospectus). What a boon this sort of rule would be to minimize noise in our huge city high schools!

Science classes were delightfully informal—very much like the better private secondary school in America. Ample laboratory space

and small enrollment make possible the application of the most modern methods of teaching, particularly strictly individual work.

During my visit I heard little about character-training. Nevertheless one got the feeling that the entire schooling process contributed to the development of character, with emphasis on that ancient English virtue of self-reliance.

CHESTER A. MATHEWSON,  
Jamaica High School.

### "Twenty Years of Vocational Guidance" at the College of the City of New York

So much interest has been manifested in this anniversary that it has been necessary to change the date of the Luncheon at the Hotel Commodore to March 20, 1937. In order that all guests may be accommodated, reservations should be sent in without delay.

The Luncheon will be an outstanding event in guidance and educational schools. Indications are that every school, college and agency interested in educational and vocational guidance and placement will be represented.

For tickets write to:

DR. MARY K. GANLEY,  
*Chairman.*

51 Clark Street,  
Brooklyn, N. Y.

### Decadence in the Use of Heavy Apparatus in Physical Education

The desire for a strong and healthy body and for supremacy in

athletics, games and contests is a new thought of the present time. This thought has been in the minds of people for centuries. Different ideas and methods have been brought out from time to time to obtain this result. I will not attempt to enumerate and discuss the various attempts, but will confine myself to the discussion of one only, namely, the use of heavy apparatus.

This idea originated in Germany and was the outgrowth of a national spirit and love for the Fatherland. Turn Vereins, as they were called, were established throughout the country. The idea was to build up a strong and sturdy race by the use of gymnastic activity, for the purpose of uniting the people, and the building up of better soldiers to resist an attack by any nation hostile to Germany.

This system did improve the physical condition of the people but the bodily development was not symmetrical. The principal result was to increase the size of the chest, back and arm muscles, but the leg muscles were not proportionately developed as compared with the rest of the body.

There is no doubt that all healthy exercises are desirable, but to obtain the best results a system must be used that does not over-develop one part of the body and neglects the rest. The use of heavy apparatus produces a condition that creates a certain amount of strength.



but it also creates a type of muscle that becomes a hindrance instead of an asset. Persons with this type of muscle easily become muscle-bound and their efficiency is lessened.

The entire idea behind the German system of exercises was health, physical health, that would of itself repress tendencies to unhealthful actions, and aid in altering unsatisfactory conditions of living. To my mind, however, there are other and more desirable methods of obtaining the same result.

There is no doubt that the work in physical education as shown in the German system has built up a fine race of men. They lack, however, the symmetrical type of development that is produced by an entirely different system of physical education. Physical perfection for itself alone is not sufficient. There must also be a desire to express worthy actions. The actions must not be mechanical but be affected by the feelings and emotions of the individual.

There is a very serious drawback to the emphasis on the use of heavy apparatus. In these days when the leisure time of the people of the world is growing and the problem exists of finding some enjoyable form of recreation for the masses, the use of heavy apparatus does not seem to fill the present need. It is not a form of exercise that can be carried on indefinitely.

A time arrives when it is apt to be dangerous to indulge in an activity of this kind that was carried on in youth. Other types of activities, such as games and athletics, may still be carried on when the use of heavy apparatus would be out of the question.

Few people get real enjoyment out of the performance of intricate movements on the heavy apparatus, and this seems to prove that its general use is not justified. After leaving school there is no opportunity for the continued use of heavy apparatus. Even in school, where there are large groups, the opportunity for the use of heavy apparatus is greatly restricted. In a squad of from ten to twenty pupils the time lost in waiting for each person to perform an exercise is very great, even when the pupil does only one simple movement and returns to line to await another turn. An appeal is lacking to the great majority of pupils who are being instructed in this work, either because of the slight opportunity for participation, or because the ability of these pupils is so slight that the results obtained are meagre and all interest is lost.

In these days where the liability aspect is receiving so much attention, can we justify a class of two hundred or more pupils working on ten or twelve pieces of heavy apparatus, supervised by two, three, or even four teachers of health education? At the very least,

more than half of the pieces of heavy apparatus will not be under the direct supervision of a teacher.

The use of heavy apparatus is dangerous except for skilled performers. Most of the pupils in high school are not sufficiently developed to perform other than the most rudimentary exercises. Then, again, the amount of time allowed for these exercises is so slight that the pupils soon lose interest and real development is not possible. Neither is there any social spirit engendered, as this activity is principally one for the individual and not the group.

In these days of enlightenment as to the needs of physical education we know that not only the physical well-being of the individual is to be taken into account, but also his mental, moral and social development as well.

He must realize that he is one of a large social group and not be permitted to become too individualistic.

The use of heavy apparatus has lost its place as an activity for general use in physical education for the following reasons:

1. It has an appeal to a very small percentage of the vast number affected.
2. It has no carry over value. As a person becomes mature this work is too strenuous to be continued.

3. It requires an amount of equipment that cannot be readily available in leisure time.

4. There is no consideration of mental health in its use.

5. There is greater danger involved than in more desirable types of physical education.

6. The results obtained for the great majority who participate in this activity are meagre.

7. The emotions play no part in their use.

8. Their social value is slight.

In many cases where they have been used it has been found advisable to discontinue their use. A more general and beneficial development can be obtained in physical education by the use of games and athletics. These have a greater appeal to youth and a lasting carry-over value.

CHARLES J. CARPENTER.  
Bryant High School.

#### Experimentation in Private Schools

Public School educators have long recognized the superior opportunities for experimentation offered by the private school. Its smaller classes and more homogeneous student body have permitted the development of many new and valuable ideas in pedagogy—ideas that have later become firmly established in the public school system.

This is particularly true in the case of a private school that is celebrated.



brating its fifteenth birthday this season. The Brooklyn Ethical Culture School has always had connections with the public schools. It is an outgrowth of the New York Ethical Culture School which was founded in 1878 as a kindergarten, the first kindergarten in all New York. In time the public authorities were convinced that this private experiment was well justified; and kindergartens are now part of the public system.

The same freedom to experiment led the Ethical Culture School to include workshop courses, not so much for vocational training as for general educational value. These, too, are now found in the schools run by the city. When a public school includes a well-equipped stage as an essential part of its structure, it might well remember that here again it owes a debt to a private experiment. The use of the dramatic method, including especially the preparation of festivals by the children themselves, was introduced into the New York Ethical Culture School a generation ago by its chief teacher of English, Percival Chubb.

With this tradition in mind, the Brooklyn Ethical Culture School, founded fourteen years ago by Dr. and Mrs. Henry Neumann, has made a point of inviting public school teachers and other visitors to come and observe for themselves the execution of an activities curriculum and the other methods of

a modern progressive school. Another contact with the public school system has been the fact that a large number of the students' parents are teachers and principals in the public schools. These professional educators have been quick to appreciate the advantages offered by the smaller classes and the greater freedom to try out individualized programs. The fact that provision is made for unusual children whose parents cannot afford to pay tends to give the school a valuable democratic atmosphere.

When the Ethical Culture Society of Brooklyn celebrated its thirtieth anniversary earlier this season, Borough President Ingersoll, Superintendent Campbell, and Dr. Stephen P. Duggan, former head of the School of Education at the College of the City of New York, were among the speakers at the dinner. All three spoke of the debt owed by the public schools to private ventures such as this. The fifteenth birthday of the Brooklyn Ethical Culture School is of significance to everyone interested in the development of new and worthwhile pedagogic ideas.

### City-Wide High School Athletic Trophies for Girls

The two Girls' Branch, Public Schools Athletic League All Round City Trophies for high schools are being awarded for the year 1936 as follows:

CATHARINE S. LEVERICH TROPHY, competed for by high schools with a registration of 2500 girls and over, awarded to Richmond Hill High School.

EGERTON L. WINTHROP TROPHY, competed for by high schools with a registration of 2000 girls and under, awarded to Port Richmond High School.

These trophies are awarded annually to those high schools in the entire city having the greatest percentage of girls qualifying for All Round Athletic Medals, based on the number of girls on register.

High Schools with a registration of between 2000 and 2500 girls may choose the class under which they wish to compete.

### On Art Education

A report on "Art Education in the High Schools of the United States" has recently been published by the Federated Council on Art Education. This was prepared by a special committee.

The purpose of the investigation was to scrutinize the entire field of art education in the high schools of the United States, and to write a report that might prove to be of benefit to superintendents of schools as well as to supervisors and teachers of art in the high schools.

The study has been made chiefly through circulating questionnaires. Each chapter of the report covers

one questionnaire with a digest of the replies received. The appendix contains copies of the questionnaires and graphs of the replies.

The six questions discussed are:

- I. What do leading men and women believe to be the value of art as a social movement, and the value of art education as a public school subject?
- II. What do high school pupils report that they learn from courses in art?
- III. What do high school pupils report to be the functions of art in the home?
- IV. What do art students in higher institutions estimate that they received from their high school art courses?
- V. What does the special art school estimate to be the success of the high school preparatory art courses?
- VI. What does the high school teacher estimate to be the success of high school preparatory art courses?

This pamphlet, consisting of 134 pages and numerous graphs, may be secured for 60 cents from the office of the Federated Council on Art Education, 745 Fifth Avenue, New York, N. Y.



## Peace or War—The American Struggle, 1636-1936

By Merle Curti. W. W. Norton & Co., New York, 1936.

Besides being an outstanding problem of individual conscience, the question of peace has become one of vast importance to the school. Few people now dare to justify the war system except as a means of defense. But the ideals and methods of the peace lovers, although more respected than formerly, are far from being universally accepted or even tolerated. For schoolmen, pertinent questions arise: How shall students and teachers spread the philosophy of peace effectively? To what extent should proponents of a warless world be allowed to disseminate peace propaganda through the schools? There are no specific answers to these problems in Professor Curti's book; but much can be learned from it by all who have any contact with our educational system. The opponents of peace agitation who are at times all too ready to blame foreign agitators for every peace activity will be surprised to discover that the peace movement is rooted in American soil, that it has a long and honorable history beginning with the objections raised by Roger Williams to the treatment of the Indians in the Pequot War three hun-

dred years ago. The lovers of peace will gain insight into their own movement by learning about the trials and sacrifices of the small band of zealous pacifists who sought to banish war from this earth.

While there were individuals who hated war from early colonial days, organized peace activities began in the early part of the 19th century. The agitation against the War of 1812 was largely motivated by anti-administration feeling and economic interests, and is therefore of not much consequence in tracing the history of the peace movement. But soon after the war, pacifist sentiment, aroused by Christian and humanitarian ideals, took root. It was during this period that a handful of pioneers strove to defeat the war system. The Rev. Noah Worcester organized the first peace society in Massachusetts; David Low Dodge, a New York merchant, enclosed peace literature with his merchandise; William Ladd, a Harvard graduate, sea captain, and farmer, literally exhausted himself in his efforts for peace. But it was Elihu Burritt, a self-educated blacksmith, who taught himself thirty languages, who did more than anyone in furthering peace. He introduced many new techniques in peace propaganda; organized women's sewing circles for peace education, started

"Friendly Addresses" between Great Britain and the United States, ran bazaars the proceeds of which he used to insert peace advertisements in the newspaper, and even anticipated the War Resisters of today by getting 40,000 American and British people to sign an ironclad oath in which they refused to participate in any war.

That these efforts for peace had some effect is attested by the widespread interest they aroused. People from all walks of life, including ministers, merchants, bankers, workers, and statesmen, joined the ranks of the pacifists. During the period of anti-slavery agitation, those who wished to eliminate war found natural allies in the opponents of slavery. But the Civil War shattered the forces of pacifism. Not only did such abolitionist-pacifists as Gerrit Smith and Senator Sumner accept the war once it was declared, but they refused to participate in or sanction the critical pre-war negotiations which attempted to solve the slavery question without bloodshed. The same attitude was taken by the official peace movement. The leaders rationalized their capitulation by stating that their organizations were concerned with international wars and not with civil strife; that since slavery is an important cause of wars, to do away with slavery would end wars. Hence the justification for supporting the Civil War.

Peacemakers — as Prof. Curti calls the lovers of peace — had an uphill fight after the Civil War. The North was intoxicated with its victory, the exploits of military heroes were relished by the people, the newspapers were either scornful or antagonistic, and even the church was not very sympathetic toward pacifism. *The Christian Advocate*, a Methodist organ, "declared that war was often a regenerator of man in his moral and civil life and an instrument of justice and freedom" (p. 110). In the field of education, the National Education Association ignored the pacifists, the school books devoted an abnormally high percentage of their space to the discussion of wars and the glorification of war heroes, and William T. Harris, an outstanding educator of the times, wrote an article in the *North American Review* defending wars. However, there were signs of a reawakening. Publicists like Henry Ward Beecher, Edward Everett Hale, Bryan, Darrow, Julia Ward Howe and Jane Addams raised their voices for peace.

The achievements of the peacemakers during the latter part of the 19th century, while not spectacular, were nevertheless important. The leaders played a significant role in influencing the American and British governments to arbitrate the Alabama claims. They fought effectively for the recall of



the army of occupation that was stationed in the South after the Civil War. They urged the protection of the Indians. One venture upon which the peacemakers put forth tremendous effort was an arbitration treaty between Great Britain and the United States. Despite a magnificent mobilization of sentiment in favor of the treaty, the Senate failed to ratify it by four votes. The peace movement also failed to stem the tide of navalism, but it did win a notable victory in successfully overcoming the considerable sentiment for war against Great Britain that developed over the Venezuela affair. In the Cuban crisis, some pacifists justified our interference because of the cruelties committed by the Spanish government; but the peace movement as a whole strove valiantly to prevent the Spanish American War. They curtailed the shipping of ammunition to Cuban rebels, exposed the nefarious activities of Hearst and Pulitzer, and even attempted to influence Spain to give Cuba its independence; but all in vain.

Arbitration, as has been noted, was close to the heart of the pacifist. As early as 1840 William Ladd conceived the idea of organizing international machinery for the settlement of disputes. Therefore, when the Czar invited the world powers to participate in the Hague Conference, our peace movement was galvanized into activity. Presi-

dent McKinley was skeptical and had to be won over so that a strong delegation would represent us, and public opinion had to be aroused. As a result, a genuine interest in the conference was stimulated. Andrew D. White, head of the delegation stated in his autobiography: "Soon came evidences of an interest in the conference more earnest and widespread than anything I had dreamed. Books, documents, letters, wise and unwise, thoughtful, and crankish, shrewd and childish, poured in upon me; in all classes of society there seemed fermenting a mixture of hope and doubt. . . ." It was at this time too that Samuel Gompers declared that the skilled workers would soon decline to handle "the machinery of death for one another's destruction at the bidding of men, who for their own gain, wish other men to wade in blood." (p. 188).

The activities of the period immediately preceding the World War are related in a chapter ironically entitled "Toward Victory". Dr. W. Evans Darby, secretary of the London Peace Society, wrote to Alfred Love, veteran American pacifist in 1911 that "never were Peace prospects so promising or Peace sentiment so insistent as at the present moment. . . ." (p. 196) The societies for peace in America grew in number until there were 63 in 1934. Not only did the liberals and muckrakers of the re-

form era join the peace crusade, but education, the church, and even business were well represented. Andrew Carnegie and Edward Ginn established peace foundations, not to mention the important contributions of Vanderbilt, Schiff, and Filene. On one Sunday, December 2, 1909, 50,000 sermons espousing peace were delivered. A committee appointed by the American Peace Committee examined text books and found less space devoted to wars than formerly. Furthermore, the American School Peace League which had as its mission the dissemination of peace information in the schools was formed. Peace became respectable. Is it any wonder, then, that the pacifists were stunned by the titanic events that followed the assassination of the Archduke?

The story of how the peacemakers yielded to war pressure in the United States is well known; but what depresses the reader today is the paralysis that came upon the whole peace movement even before we entered the World War. The more conservative peace organizations—those with the large endowments like the Carnegie Foundation — immediately took sides with the Allies. The left wing pacifists did continue their efforts in behalf of mediation, fought the fever of preparedness that was being stirred up by Theodore Roosevelt and Leonard Wood, and sought to limit our commer-

cial relations with the warring nations. But the subtle Allied propaganda plus the crude German efforts to create American sympathy for their cause and especially their criminally stupid foreign and naval policies stifled the weak voice of pacifism. The outstanding dramatic effort of the time to end the war—the Ford Peace Ship—ended in a ludicrous fiasco. As our relations with Germany were reaching a climax, the forces of pacifism were bitterly assailed on all sides. David Starr Jordan, that intrepid peace lover who went from meeting to meeting during the months of February and March in an endeavor to arouse the conscience of America, was saved by the police from a Baltimore mob, singing "We'll hang Dave Jordan to a sour apple tree". With Jordan a small group of wilful men stuck out to the last: Senators LaFollette, Stone, Norris; Representative Charles A. Lindbergh, Sr., the father of the air hero; such ministers as John Haynes Holmes, Judah L. Magnes; Norman Thomas; pacifists like Lucia Ames Mead and Jane Addams and the left wing elements of the radical and labor movement.

The final chapter of the book deals with the renewed struggle after the War. There is no question that the peace movement is more powerful today than ever before. It has been estimated that as many as 12,000,000 people belong to the various peace organiza-



tions which number 1200. Improved techniques of propaganda have been devised: movies, caravans, demonstrations, petitions with millions of signatures, peace polls. Indeed, as Nicholas Murray Butler said some time ago, a peace society as such as an anachronism, for everybody with the exception of the lunatic fringe wants peace. Does that mean that we stand any nearer the achievement of permanent peace? That hardly follows. For, at the same time that the peace movement has reached its vigorous state, the forces that make for war have likewise been strengthened. Will the peacemakers be any more effective in preventing a future holocaust than they have been in the past?

While Prof. Curti is content with a factual citation of the events of the peace movement, he is not "without an attitude". Throughout the book there are interspersed evaluations and criticism of programs. The first weakness of the peacemakers is a lack of unity—too many organizations that overlap in their activities but are unable to agree upon fundamental principles. Secondly, the pacifists have not taken William James' advice to heart: to establish moral equivalents for war. For, despite all peace propaganda, war is still devilishly attractive to many. Finally, and most important, they have not recognized the fundamental causes of wars. Almost

one hundred years ago, Margaret Fuller keenly perceived this fallacy in peace agitation. While an occasional thinker did point out the evils of alliances, armaments, economic rivalries, the peace lovers as a group did not direct their main attack upon them. Time and again, Prof. Curti returns to this essential criticism: That since most of the peace leaders were representatives of the middle classes and therefore satisfied with the status quo, they failed to see that the causes that make for wars are inherent in our social and economic set-up (pp. 134-5, 172-3, 307). In this respect contemporary peace organizations are more realistic for the most part, for they do stress the fundamental causes of wars in their propaganda.

The book is clearly written and fully documented, and though over 300 pages long, must have been reluctantly compressed, for many topics covered deserve a fuller account. Especially is this true of the last chapter. While the fine work accomplished by the Women's International League for Peace and Freedom, the National Council for the Prevention of War, the League against War and Fascism, and World Peaceways is referred to, not enough or nothing at all is said about the attitude and activities of the various church denominations and of labor and youth organizations. But as an historical account of the peace move-

ment, the book is excellent. Teachers and students looking for examples of great sacrifice, heroic struggle, and noble deeds in behalf of peace will be amply rewarded by perusing it.

ISRAEL SOLEMNICK.  
Thomas Jefferson High School.

#### International Examinations Inquiry, 1935

Teachers College, Columbia, \$3.15.

From June 8 to 10, 1935, a group of international authorities on examinations met at Folkestone, England, to discuss common problems. The meeting was held under the auspices of the Carnegie Corporation, whose liberal grant in 1931 has made these conferences possible. The proceedings of this convention have been edited and organized by Dr. Paul Monroe, Director of the International Institute of Teachers College. What makes this volume particularly easy reading is the inclusion of the sprightly and pointed discussion which followed upon the talks of the various authorities. In this manner, the stale orotundity of the average "proceedings" has been avoided, and a lifelike air lent to the whole.

To us, at least, the experts do not seem to have gotten much beyond amiable talk and occasionally vivacious academic repartee. There is much that is sound and challenging in the reports from the various countries, but precious lit-

tle of a very positive nature seems to have resulted from it all. Of course, the venture is young, although the examination system has been under fire for many years. The first meetings of this group began in 1931, with exploratory talks and surveys. The present study seems in its discursive way to have progressed rather negatively. Perhaps this can be traced to the necessity for clearing ground, for destroying existing illusions about the sanctity and infallibility of the examination system, and for piling up, by a slow, accretive process, data which will form the basis for more constructive, positive policy.

Briefly, these authorities seem agreed that the present examination techniques are wrong in principle, inaccurate in their measurements, and incapable of supplying valid indication of the extent to which educational objectives are being taught. In the matter of imponderables such as civic, moral, intellectual, emotional attitudes, examinations are less than useless; in most cases, frankly harmful, actually subversive of the very things our education is trying most ardently to achieve.

The insanely competitive nature of examinations, their failure to arrive at a fair estimate of what the student has learned, their subjective nature, come in for incisive criticism. The essay-type test is mercilessly attacked on these grounds,



for its unreliability and subjectivity, mainly. The cure would seem to be examinations of a more objective type, more carefully calculated to measure results, and made part of the whole educational scheme instead of an agency for detection of error and disqualification of the weak.

Basically, of course, the educational process itself and the society which fosters it are at fault in this matter of examinations. Fundamental reform must come from above in the nature of a more humane ethics and a sounder social economy. Education will then inevitably reflect the implications of such change in altered objectives and in more intelligently articulated administrative procedure. Short of this, even such admirable work as is represented in these collected colloquies, is mere tinkering with the academic machine. The examination set-up today needs revision more radical than refinement of techniques. These will help, no doubt, to reveal the gaps between promise and performance in our present system. But humanization of the examination process can come only through a structural rehabilitation of the system itself.

We commend this volume to your attention. It brings into clear focus some very important problems, presenting a comprehensive view of procedures and accomplishments of the major educational systems of the world. A. H. L.

## The Voice of England

By Charles Grosvenor Osgood,  
Macmillan Company.

Dr. Osgood has attempted here to humanize the history of English literature by casting aside orthodox categories, eschewing all talk of sources, forms, periods, and schools. He will have little to do with "movements" and other preoccupations of the professional critic. Literature thus described, he feels, loses its soul and becomes a "disanimated exhibit." Dr. Osgood has rather approached literature through the living men and women who created it, and through the essential message of their creations. The result is a narrative untroubled by doctrinaire purposes, and some five hundred and eighty pages unsullied by a footnote. Here is English literature instinct with the life of compelling personalities, and rich with music and movement of great prose and poetic achievements.

There are some omissions. Differences in emphasis occur, and will be obvious to any reader. But the panorama, except in minor details, unrolls with an admirable fidelity and perspective. This is literary history taken "straight" and to the life—nothing stuffy or academic about it. It is refreshing to read, and being itself, at second remove, so enjoyable, inevitably leads the reader to the founts from which Dr. Osgood has drawn his delights and inspirations. A. H. L.

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